

Architectural

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RECREATION



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DON'T MISS: The article—*To Do Honor*—on page 59, for suggestions to celebrate the observance of Joseph Lee Day. It's never too early to start planning for a successful program.

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Recreation

May 1948

On Keeping Alive

There is tremendous need for space for recreation. There is tremendous need for baseballs, bats and all kinds of recreation things.

But the space, the centers, the things should create an inner spirit of preventing children from going dead, of keeping youth really keen, of making it impossible for young married folks to feel they have gone stale, of helping old people in their wisdom to chuckle and be willing to be as happy as little children.

All living cannot be taken out of the home, the

church, the club, the factory, the store and transferred and concentrated in places with bright electric lights marked "Recreation Centers."

There's got to be a degree of living pretty nearly everywhere or there's not going to be much of living anywhere. Because golf and tennis and all kinds of games played by "dead" people are not really games.

The great job of recreation spaces, recreation centers, recreation things, recreation leaders is to keep people alive everywhere.

The great job of the recreation movement is to find the people who have the gift of helping to keep all of time and existence alive.

We get more and more of mechanism. Men become more and more perfect mechanisms in using the automobiles, the airplanes, the submarines they have created. It becomes increasingly important that, with the multiplication of societies and agencies and boards, with the growing complexities of all our machinery, we help man himself at the center to keep out of the revolving machinery long enough each day to live and to realize that keeping himself living

and others living is more important than all the machinery of the world.

What will it profit the universe if we develop the most complete and the most perfect machinery and build ourselves into machines at the center—very perfect machines but still machines—and pioneer man becomes relatively smaller and smaller and relatively more and more insignificant?

If man himself becomes a machine we have a cold universe.

It is important to have a movement, a recreation movement that stands for men helping each other cooperatively to remain alive in the universe.

HOWARD BRAUCHER.



A young man's fancy . . .

Everybody Dances



"Folk dancing is the spirit of democracy set to music"

IRVING SPERGEL

FOLK DANCING BRINGS together Americans of the most diverse origins. Here, people of different races, nationalities, and religions dance to the folk rhythms of all lands. They dance a Danish Polka, an Italian Danza, or a plain old American Square. All have fun as they shout and clap and sing; and everybody dances.

At the folk dance there is no problem of race discrimination or group hatred. There is friendly accord as everyone participates on equal terms in the swiftness and exuberance of the dance. But it is even more than this. In each dance it is as if every person on the floor is made to feel the very character and spirit of the nationality or people from which the dance has sprung. If the dancer is doing a Hooshig Mooshig, he feels as if he is an Armenian; if the music is for a Hopak, he is a Ukrainian; if he is dancing the Danish Little Man in a Fix, he, of course, has to be a Danish little man in a fix. To dance the dances of other nations is to know and accept these other peoples as equal fellow humans.

At a folk dance there is no need to teach and repeat over and over again the dry classroom lesson that all persons are equal. Here it becomes a joyous experience which participants can never forget. Whoever comes to a folk dance must carry away some part of this exulting spirit of friendship.

I remember the story of a girl who was taken by a cousin to her first folk dance. Since early childhood she had been taught to regard Negroes as inferior beings. When she walked on to the dance floor, she was shocked and annoyed at the sight of several Negroes among the dancers. Only

the certainty that an abrupt departure would embarrass her in the eyes of her host prevented her from leaving. She sought out white partners and got through a Swedish Hambo and a Ukrainian Hopak without mishap.

The third dance was an American Square and, with the shifting of partners, she found herself with a Negro. However, the spell of the music and the proximity of the gay company had been working their effect. She was no longer disturbed by the color of her partner's skin. She saw him simply as another gay smiling figure. She spoke with him and discovered he was a graduate student from a local university.

A Jewish boy of my acquaintance had a similar experience. He had been raised in an orthodox home, and his friends and interests were restricted to those of his own religious and cultural background. Through the years a wall of distrust for people of other nationalities had been built around him. On this particular evening he had walked in among the dancers before he found out that the dance was not sponsored by a Jewish organization.

But it was too late. As he turned to leave, a pretty dark-haired girl in need of a partner insisted that he join her. Ill-at-ease, he was forced to the center of the floor. He stumbled along as he tried both to keep time with the music and extricate himself from an unfortunate situation. However, the infectious rhythms were not to be denied. He began to relax and enjoy himself. His spirits were not at all dampened by the discovery that he was dancing with a Rose Ferrucci.

The transformations which took place in the

young girl and the Jewish boy are not unusual. They have happened time and again. False ideas and warped emotions, products of years of narrow community influence, are changed in the swift passing of a three-hour session. Anti-Semitism, Anti-Catholicism, and Jim Crowism disappear. A sense of the similarity of all peoples is born from the fun and informality of folk dancing.

Although improving group relations has been an important contribution of folk dancing, it has served communities, groups and individuals in other ways. During the war years, when USO officials found that popular dancing attracted too few servicemen, folk dancing sessions were arranged—and the turnouts were tremendous. Since the war it has served as a therapeutic activity in rehabilitating physically and psychologically wounded servicemen. It is a vigorous form of exercise. Three hours of continuous folk dancing are sufficient to give any beginner assorted aches and pains the following morning.

Folk dancing is as old as the folkways from which it springs. From the beginning of time, man has devised religious and esthetic bodily movements set to the rhythm and the beat of the drum. No land has lacked its native dances. In America we have had Indian, cowboy, and square dances. The square dance springs from a conglomeration of European folk dances. Its origin can be traced to the influence of the European peoples who came to America in the early colonial days. In the nineteenth and twentieth centuries, immigrants came over in great waves and brought with them a myriad of dances from the old country. But, at first, each group restricted its folk dancing to a particular national or sectional variety. It is only recently that successful efforts have been made to introduce the dances of other lands to all groups.

It was not until the folk dancing sessions at the New York World's Fair in 1939 that the popularity of folk dancing of other countries was definitely acknowledged. Primarily responsible for this achievement was Michael Herman, who, during the war, led the folk dancing affairs at Camp Upton. In 1940 he and his wife established the New York Community Folk Dance Center in Manhattan. Since then it has grown into the largest and most influential organization of its kind in the country, having a membership list of ten thousand people.

Folk dancing groups are found in at least twenty-four states throughout the country. In the big cities and in rural areas, on college campuses and in high schools, in spacious halls and small spare rooms the movement has grown.

There is a State Folk Dance Federation of California, with sixty member groups. All told there are more than sixty thousand men and women from every conceivable station in life enrolled as members of folk dance societies in the country. Truck drivers, professors, housewives, chorus girls, business men, students, farmhands, and office clerks come to enjoy the experience of getting along with each other.

Folk dancing is known in many countries as a means of cementing friendly relations. While in the Army, I made the acquaintance of an old Frenchman who lived in a village, high in the French Alps. He spoke with pride of the folk dancing custom which prevailed among the villagers. Each Sunday, from eleven in the morning until eleven at night, everyone who was not confined to a wheel chair, an invalid's bed, or a baby's crib danced in the main square. He claimed that folk dancing kept the village peace. He said that during the week the peasants quarrelled with one another over rights to grazing land; they were on bad terms with the local officials who too strictly enforced government regulations on raising and marketing livestock. My friend waggishly suggested that the high altitudes aroused their tempers. He added:

"You see, on Sundays we dance so hard and long we sweat off and lose our ill tempers. By the end of the day we have learned to enjoy our neighbor's company. We have stored up enough peace and goodwill to last for the entire week."

Folk dancing is one of the best ways of bringing peoples of different backgrounds together. Books and preachments, long lectures and ingenious methods of indoctrination are but feeble secondary efforts. It improves intergroup relations because ordinary men and women are brought into actual face to face participation on full and equal terms in a common activity.

Folk dancing is the spirit of democracy set to music and bodily movement. It is a microcosm of a democratic society—which can exist only as its people live in harmony and understanding with each other.

"In America, because we are so close to the frontier period, we are just awakening to our rich heritage of achievements and blending cultures—our history. We are beginning to link together the separate prides and outlooks into a nation of one people with the heritage of all."

From *Preservation of History*.

During a recent European tour, the author was impressed with the widespread enjoyment of hiking in countries visited. Here she points out ways of getting real pleasure from this simple activity which is available to everyone.

HOW TO HIKE

Betty Carlson

SO YOU DON'T like to hike?—Well, maybe you don't know how. Hiking is not merely walking; not merely a physical activity in which you stride along the road thinking—"My this is good for me. Isn't this wonderful exercise?" It IS wonderful exercise, but if you limit your thoughts to just that, you will think of your hike as something arduous, something you have to do, and you will soon become bored or fatigued.

To get the true zest out of hiking, I often read a little Thoreau before striking out. It is surprising how a chapter or two from *Walden* will put you in a meditative frame of mind, and will help to erase some of your daily tensions or worries. The first line of preparation for a hike that is to be more than mere walking is to get your mind in a receptive and contented mood. Experiment with the above prescription for a bit of reading.

For warm weather hiking wear a loose, baggy jacket with wide, deep pockets to pack along your lunch, a sketching pad and pencil, a newspaper, and a 'kerchief. You will bulge slightly on the sides, but small matter—where you are going; and it is so much better than carrying your impedimenta in your hands.

Prepare yourself a tasty lunch of several sandwiches with your favorite cheese and cold meat, and also include some cookies and an apple. Even though you are not an artist or writer, include the sketching pad and pencil. You will be surprised at the number of things you will want to record. Include the newspaper to sit on; not to read. If you are planning to READ the newspaper on some grassy hill-top overlooking a sweet val-

Start out in a relaxed manner, have no specific goal in mind, no set time to return; take your time, look around, just let the beauty of the day carry you on.



ley, you may put down this article; this is not for you. The kerchief may be used to carry home berries, or for most any purpose. Wear comfortable shoes, sturdy socks, well-made slacks (dungarees are ideal), a skivvy shirt next to your skin, cool underclothing, and a sport shirt with an open collar. Frankly, it matters little what you wear, but do be comfortable. You are ready to take off.

Start down the road in a relaxed manner; have no set time to return, no specific goal in mind—just let the beauty of the day carry you on. Steer for a non-congested area as soon as you can; it is difficult to get into a relaxed mood when you are hemmed in by people, buildings, and traffic. If you live in a large city, take the bus or streetcar to the end of the line, and then begin your hike. Don't exhaust yourself fighting city traffic. Once away from the city proper you soon should happen upon a quiet road.

Take your time, look around, stop and watch a couple of birds grubbing for supper, maybe sketch an unusual tree, find a straight stretch in the road and hike briskly; and all the time feel yourself a part of this quiet scene. Don't be afraid of your own thoughts, let your mind roam freely, look to the sky, listen for different sounds, respond to the rhythm of your step.

Don't walk until you are exhausted. Rest frequently; and when your sense of timing tells you it is high noon, start scouting for the ideal spot in which to pause and enjoy those sandwiches. In looking around, there are several things to keep in mind: first and above all, you want a lovely view; so start looking up. Then consider the wind and the position of the sun. Try to pick a grassy knoll, sheltered from the wind, high on a hill, with the sun shining directly down on you; and don't forget the view.

You will have much fun hunting this spot, and often times just the place you want will be quite inaccessible; but, I wager, if you are a real hiker, you will make it.

Once you enter your private outdoor dining room, be particular about details. Clear off a spot, place some twigs on the ground against a fairly good-sized rock, spread your newspaper, take off your jacket, get out your luncheon, and settle back to enjoy a banquet. You will feel like a king—at least you are king of that knoll or mountain. You will marvel at the delicious flavor of your sandwiches, the cookies will be so much honey, and the apple, sheer ambrosia.

After you have satisfied your appetite, adjust your position slightly, and settle back and completely relax. For the supreme feeling of all, close

your eyes and try to imagine your co-workers in the city, pushing their way through the cafeteria line, gulping down a meager bowl of soup, fighting their way through crowds, and rushing back to the office. You better go home and read a little more from Thoreau; you are harboring mean thoughts!

This is all well and good for warm weather, you are thinking, but what do you do the other six months of the year? Do not let the coming of winter frighten you away from hiking. Of course, you will have to make some radical changes in the procedure suggested above, but the first idea still goes. Prepare yourself in the same way as for the fair weather hike. Again try a bit of thoughtful reading to put you in the right mood, perhaps one of Emerson's essays. Dress yourself in your warmest clothing—sweater under your jacket, a scarf, warm gloves, ski pants, and sturdy boots. If it is definitely cold, start out hiking briskly. You will soon warm up if you have dressed carefully. One of the main things in a winter hike is to keep it short, unless you are conditioned to being outdoors in cold weather. You are moving so briskly you probably will get just as much exercise as on a long leisurely hike on a warm summer day.

You may not do much leisurely thinking on the winter hike because of this need for briskness; but the ideal time for that comes after the hike. You can't help but feel satisfaction when you come back into your room. It's cozy and warm inside, and you particularly appreciate it after your taste of the out-of-doors. Your feeling of stuffiness will be gone. Stimulated by the reading you did before, and by the fresh air and exercise that you have just had, you will be happily surprised at the alertness of your mind. This combination of reading, hiking, and thinking can do a creditable job toward filling in those dangerous off hours when you do not know what to do with your time.

Once you develop the hiking habit, you will find no such thing as an uninteresting, unplanned day stretching ahead of you. You will always have something different and interesting to look forward to when you know your day is going to include a hike. Hiking can be and is fun, be it a long tour, or a short walk, in a blizzard, or on a sunny beach, with a crowd, or by yourself. It is so easy for too many of us to neglect so obvious an activity as this.

Emerson wrote in one of his essays that we have keys to all doors; therefore, let's get outside and explore. Who knows, we might find one on our next hike that has been closed to us in all our previous years.

A Short Tale of Sprout

Ralph Griffin

Eleven years old

I WAS ON MY way to school on a morning in May when I rescued Sprout from a bunch of boys who had just stoned to death his mother and two of the baby birds in the nest, and destroyed his nest, too. The Father Brown Thrasher was frantic in his helplessness, but I was able to save one of the babies who had hopped over in the bushes and hid. Soon as I picked him up I knew I was going to name him Sprout; it fitted the little fellow so perfectly. He was all pin-feathers with a little half inch long sprout of a tail.

From his first home on the school yard, he came to his new home with me that afternoon to the Hillsborough River State Park. My two sisters and I caught grasshoppers morning and night for him for three days. As we had to leave enough grasshoppers for my mother to feed him while we were at school, it meant that we really had to find those grasshoppers, because he certainly had a constant appetite.

The third evening we noticed that he seemed to be losing his strength and growing weaker, though we were feeding him all we were able to get for him. It worried us because we were all so fond of him, but it seems that we were not the only ones that were worried over Sprout. A Mother Brown Thrasher in our yard, that had been building her own nest, heard his cry too. I still cannot understand how she was able to tell by his cry that he was a Brown Thrasher but she did because at that time our whole yard sounded like a Baby Nursery, with the cries of all the different kinds of young birds all crying at once for their mothers. His cries were soon too much for her and she let her own nest building go for the time being and spent the whole afternoon on the outside sill of our screened porch, calling and coaxing to him. When I came in from school he was out of the canary cage I had put him in, and down on the floor as near to her as the screen would permit.

The next morning he was almost too weak to have any interest in eating; but early as it was, the Mother Brown Thrasher was outside of the porch again, calling to him and trying so hard to get into him. It was then that I decided to give her a chance to see if she could do anything for him, though we had never heard of a bird adopting another bird's young as her own. There was a chance she might be able to do more for him than we could; she was so anxious to try anyway. I put him in his box, with the nest I had made, up in a large myrtle bush right by the porch and hurried back inside. I had hardly returned to the house and got to a window to watch before the Mother Thrasher flew up to the box to look at him and then off she dashed. She was back in a minute with four bugs and a worm in her bill. It's a sight I'll never forget—a fat worm hanging half out of her bill, the grasshopper legs sticking out both sides of her bill. She had all she could possibly carry. Up she jumped to his box and down his throat it all went. She said something to him and away she went again; and back again with all she could carry. This serving consisted of berries with a large bug. She fed him so much he soon fell asleep, and there she sat up above him, calling to him with her bill full. Every time she'd call him she'd drop a berry and have to jump down for it again. She was rewarded though for all her work because when he awoke he was so full of pep she soon had coaxed him down out of the tree. I put him back up in the box three times but when I had to go help my mother she got him down, took him over in the myrtle hedge, and hid him there.

I could hardly bear losing him but finally decided to let her have her chance at raising him since she wanted him so badly. She could do so much more for him than I could. We were able to see him over in the hedge without going too near to him; and his adopted mother certainly worked

to feed him. It seemed as if she never ceased hunting food for him; she would even be out in the rain dashing around hunting food.

Three days after she took him off, the heavy rains started. We were all worried because we were sure he would never be able to live through those downpours without a nest. Finally, I went out in the rain to look for them, and I found them easily enough; she had him up in an oak tree, covering him with her feathers. I never worried over him anymore.

When he was half feathered out and could get around good, he decided he wanted to go off with her every time when she'd go off to get food, and would run halfway out in the yard; and then she would have to whip him back with her wings until she could get him up into his tree again. Much as she loved and spoiled him at times, he received his discipline too.

When he was big enough to fly and could feed himself, she left him and went back to her own neglected nest which she had been building. The first week she left him he was a very sad and lonely bird, and just couldn't believe what had happened to him. After a few days he came to accept it and we have been feeding him around our door ever since.

It took two of us to give him his second chance at life. The credit all goes to a very kind hearted Mother bird, though I think we will always think of him as our own special little Sprout.

*Reprinted from the Florida Park Service News.

The Year's at the Spring!

"Can you see brighter signal fires blazing from the hills? This is the season for hearts to become warm again. The seeds of hiking, fishing, and camping are pushing through the crust of artificiality. Camp leaders are planning to bring childhood a better harvest.

"If a camp means more than the counting of noses, it must mean a society which works, explores, and experiments. Anyone who has visited a real camp knows that there is no loafing. Everyone is heart and soul interested in work. Camp provides the simple life. . . . It is a community which sends its citizens back home with better habits, better moral codes, better social thought and action, and better attitudes and aspirations."

—Dr. William Gould Vinal, University of Massachusetts, Amherst, Massachusetts.

Prejudices

Catherine Mackenzie

PARENTS WANT THEIR children to play fair, to do unto others as they would be done by, and many parents think they've brought them up this way until a wave of religious or racial prejudice hits the neighborhood.

There are two ways to deal with prejudice. One is to ignore it. One is to face it.

To face prejudice is the only way to combat it, in the opinion of many educators and group leaders. They say that it is natural to have prejudices, that the first step in getting rid of them is to know that we have them. Then, they say, we can stop passing them on.

Intercultural programs for children, as Helen Trager reminds us, have been geared to adult ideas of what children are like and what they need. For years, she says, the attitude toward prejudice has been either "Let's do nothing, because we don't know what to do" or "Let's do something about it without knowing what it is."

Mrs. Trager heads the department of age-level studies of the Bureau of Intercultural Education and is now directing a research study known as "The Philadelphia Early Childhood Project." Kindergarten and first and second grades in five public schools are the laboratory for this study, conducted jointly by the Philadelphia public schools and the bureau, in cooperation with the Research Center for Group Dynamics, Massachusetts Institute of Technology.

Mrs. Trager says that the schools are an "excellent laboratory for the study of prejudice." The children are Negro, white and Oriental; Catholic, Jewish and Protestant; Italian, central European, English and Scotch-Irish in family origin.

The idea is to find out—from children, not from books—how children feel about themselves in their own group, and toward other groups; what they do and say when they fight and call names, and after that to find out why.

Here is a cross-section of remarks jotted down

the Playgrounds*



"We're moving to the country soon. I'll go to a new school then. I won't have to play with colored kids."

by teachers, printed by the bureau in a leaflet describing the first years. They appear under the heading, "Why Wait Till the Children Grow Up?"

RALPH: Joey called me a frog face. He's a lousy Polack!

CLARA: There's a Mary on my street. She goes to Catholic school. My mother says it's a shame she's a Catholic.

ALICE: But a colored girl can't be first in line!

FRANK (in a temper tantrum, kicking the teacher who has been insisting that he tidy a cupboard he purposely upset): You better stop messin' wi' me. You white cracker!

BARBARA: Paul called me a dirty Jew.

PAUL: I didn't say it for spite. I was only playing.

LOUISE: Do you visit Anna when she is sick?

JANE: No-o—. She's only the maid.

BETTY: We're moving to the country soon. I'll go to the new school then. I won't have to play with colored kids.

Now children have been shrilling taunts for at least a thousand years and how much of this sad little documentary is imitative and meaningless, how much of it is mixed up with feelings of family status, with the children's own uncertainties and fears, how much of it is tied up with a stage of growth, no one yet knows.

Until the project finds out how children get this way, its sponsors are not ready to say what can be done about it. The next step, says Mrs. Trager, is to work with teachers to "create classroom methods and materials intended to build democratic attitudes," and then to try these out to see which ones work.

In common with all thoughtful persons, the sponsors of the Philadelphia project wish to see children "able to live and play, untroubled by barriers of social class, religion, nationality, race." The first-hand approach and the assistance of teachers in this study make it unique, Mrs. Trager

tells us. This is the first of a series of intensive research studies planned by the bureau in cooperation with public schools.

* * *

Judging by the name-calling just quoted, there may be something in parental claims that children find on the playground prejudices neither felt nor expressed at home.

Again there are such echoes of home attitudes as Clara's taunt, reinforced by, "My mother says . . ." and Jane's "No-o—. She's only the maid." These are reminders of that much-quoted comment by Sister Mary de Lourdes that "our prejudices begin to tell on children from the seventh month on; the tone of voice rather than the word itself carries meaning to them."

In other words, as in every aspect of living, it isn't what we say, it is what we feel that is conveyed to children. This reporter doubts that the problem of prejudice is one to be solved with our heads. In combating prejudice, we are dealing not with thought but with emotions. It is our own guess that the success of intercultural programs lies less in the methods than in the conviction of brotherhood, deeply felt, by the people who lead them. Thinking is needed. Action is needed.

But when the last treatise is written to prove that the color of our skin is an accident of climate and that all races have a common origin, we shall still have to accept the ancient teaching that all men are brothers. We shall be no nearer to goodwill among men until we love our neighbors as ourselves. In facing prejudice, the place to start is in ourselves.

*Reprinted with the permission of the author and *The New York Times*.

The rains blow in from sea . . .

Civic Center in the North

Evelyn E. Kaplan

IN A SMALL town of six thousand, on the coast of Alaska, a new civic center was opened last September. This happened in the city of Ketchikan, built among the hills and along the sea, where the rainfall exceeds 150 inches a year. In this section of the North country there are less than two months of the year when rain and cloudiness do not prevail. Ketchikan's main industries are fishing and lumbering, with most of the business carried on during the spring and summer.

Much of the town is hilly and there is very little level space in which children can play, unless they take to the streets. Teen-agers have had no place of their own, and juvenile delinquency posed a problem until the opening of the civic center. Since then, according to the Chief of Police, not a single case has been reported.

Getting the new center started was not an easy task for, here, as in all Alaskan towns, there is a great lack of money for purchases or projects. However, after long consideration, the city decided to purchase the building, and the people of Ketchikan, realizing the importance of such a project—especially in these parts—pledged their full support.

The center was officially opened to the public with an "Open House," and since then an active program has grown steadily. Staff consists solely of a director, and the center is closed only on Monday—her day off. There is no paid janitor, but members of the boys' club help with janitorial services. Members of the girls' club relieve in the canteen, which is operated by the teen-age group.

A program for four to twelve-year-olds consists of table and group games, spelling bees, sack races, roller skating, ball games, a junior choral group, story reading hour, crayon coloring, and basket

craft. Junior movies are shown once weekly, with pictures chosen especially for that age group. A monthly birthday club for the children honors them with a huge cake with their names inscribed. All children in the community take part in this celebration and in other activities for that age group. The junior program is put on in the afternoons; teen-agers take over in the evenings.

The teen program includes planned and supervised activities, such as: teen-age dances every Friday night; a teen-age choral group, dance instruction class, photography club, an active Civic Center Girls' Club and Civic Center Boys' Club; classes in boxing, archery, fishing; ping pong, badminton, roller skating, table games, reading hours, basketball; a class in shellcraft, leather and copper work; dances for visiting basketball teams.

Activities for adults take the form of ping pong, roller skating, community singing, crafts classes and a monthly dance.

The center has become the meeting place for Boy and Girl Scouts, and headquarters for civic affairs, but rentals that might in any way interfere with basic activities for community boys and girls are not encouraged. All persons, regardless of race, color or creed, are invited to attend activities at the center, and a definite time is set aside for the various age groups. The community has a marked native population but thus far no difficulties have arisen, and the children work and play happily together. An attempt is made to give the children an opportunity to be of some service to the community, and to encourage them to sponsor projects and assume community responsibilities.

Plans for expansion of program to further meet the needs of juniors, teen-agers and adults of the community will be outlined at a later date.



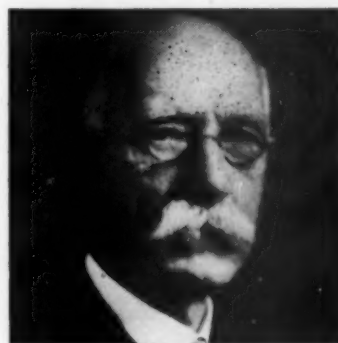
Members of girls' club enjoy serving in the popular canteen which is operated by the teen-age group . . .

To Do Honor...

PLAN EARLY THIS year to do honor to Joseph Lee—the father of recreation in America, of whom Franklin D. Roosevelt was moved to say:

“Because of his life work
Children are happier;
Youth is better served;
Men and women
Live more richly.

“His genius lay not alone
in his philosophy but in
forging the machinery to
make recreation a vital
part of American life.”



Use the last Friday in July, which has been set aside as a memorial day to “The Godfather of Play,” to make sure that all—young and old—get acquainted with Joseph Lee as a warm, human, fun-loving person. Refresh their memories regarding his contribution to them and to our age. Make it possible for everyone to gather for joyous celebration. Mayors sometimes issue official proclamations for the day. Some cities, such as San Francisco, set aside a full week in which to do him honor, the recreation department officially sponsoring a series of dedicated events and inviting all recreational agencies of the city to participate . . .

Before planning your program, whether it be for a day or a week, read or re-read *Play in Education*, by Joseph Lee; it's delightful; it's a “must”! Also write to the National Recreation Association for the following free bulletins: *Script Regarding the Life of Joseph Lee*, M. B. 1107; *Children Need a Place to Play* (pageant), M. B. 1235; *The Pursuit of Joy* (pageant), M. B. 1553; and *A Few of Joseph Lee's Favorite Games*, M. B. 1236. Watch for issue number six of the 1948 *Playground Summer Notebook* which contains detailed suggestions for program; if you haven't subscribed for the *Notebook*, do so now.

Read up on how other cities have celebrated Joseph Lee Day. The magazine *RECREATION* will give you lots of ideas. Consult the following issues in your local school, college or public library: December 1937—issue devoted *entirely* to Joseph Lee; November 1939—*Spirit of Joseph Lee Day*; May 1940—*Doing It the Joseph Lee Way, A Tribute to Joseph Lee*; June 1941—*Joseph Lee Day, 1941*; July 1943—*Joseph Lee Day in San Francisco, Joseph Lee's Favorite Games*; October 1943—*Joseph Lee Day 1943*; June 1944—*Joseph Lee Day, July 28, 1944*; April 1945—*Joseph Lee Day, 1944*; May 1946—*To Honor Joseph Lee, This Day Is Ours*; May 1947—*For Joseph Lee. The Reader's Digest*, January 1940, carries a fine article entitled “Godfather of Play.”

As a part of planning:

1. Talk to the mayor and try to arrange an official proclamation in your town.

2. Invite all local groups to cooperate in making this a city-wide celebration.
3. Talk to the editor of your local paper. Tell him your plans and arrange for news coverage. Try to get an editorial on Joseph Lee. (Have information at hand to give to the editor.)
4. Talk to your local radio station people and try to get their cooperation in arranging a special program. (See article on working with your local station—*A Two-Way Street*, by Robert Hutchings—in March RECREATION.)
5. Plan "Open House" on all playgrounds, and get the youngsters' help in planning a program. Tell them stories of Joseph Lee, the man whom they are to honor.
6. Plan special Joseph Lee Day material for your bulletin boards; turn your crafters loose on making some effective posters to place about the town.

Make it a bang-up affair with everyone participating—the kind that Joseph Lee, himself, would enjoy hugely. He once said:

"We do not cease playing because we are old; we grow old because we cease playing."

Recreation Salaries



A Study Conducted by The National Recreation Association

THE RECREATION PROFESSION is a very young one compared with other fields open to the man or woman choosing a career today. Law, medicine, education—in each of these professions the neophyte can readily determine, in a general way, what opportunities are presented and what he can reasonably expect to be earning after five or ten years. We who earn our living in recreation, however, are in the possibly unfortunate, but nevertheless interesting, position of having to carve our own niche in the framework of society.

Enormous strides in establishing standards for recreation personnel have been made since the turn of the century, but conditions are still in a state of flux. More and more cities are coming to realize the importance of securing trained leaders for a complete year-round recreation program and, in line with this trend, one of the questions most frequently asked of the National Recreation Association is "What should we pay our recreation personnel?"

To answer this question intelligently, it is nec-

essary to know what salaries are currently being paid throughout the country. The National Recreation Association has recently made a limited survey to obtain information on this point and, feeling that the results are of general interest to recreation workers, we are passing them on to the readers of RECREATION.

Questionnaires were sent to 207 cities known to have active recreation programs, and replies were received from 112 recreation departments in 109 cities and 2 counties. All were public recreation departments with one exception—a private agency



furnishing recreation service to the general public. The cities reporting range in population from 6,887 to 3,396,808 (1940 census). Thirty-six states and more than 6000 workers are represented in the survey.

In tabulating salaries, the highest, lowest and median salaries reported for each position were recorded. The median was used, rather than the average, to obviate the possibility of undue weighting by an extremely high or extremely low salary. ("Median" is defined as a point so chosen in a series that one-half the individuals in the series lie on one side of it and one-half on the other. Thus, 13 would be the median between 1 and 25.) Where an even number of salaries was recorded, the higher, rather than the lower, was taken as the median (i.e.: if four departments reported salaries of \$3000, \$2600, \$2400 and \$2200 respectively for a given position, the median was recorded as \$2600). Where the maximum and minimum salary for a given position was reported, but not the amount paid the present incumbent, an amount halfway between the two extremes was arbitrarily assigned to that worker. No requests for additional information were made and practically no editing of reports was done. Thus the interpretation of titles has been left entirely to the discretion of the person filling out the report form.

Where cost-of-living bonuses were reported separately, they were included as part of the worker's salary. Such bonuses were reported by sixteen departments. In some cases, they represented a percentage of salary (59% for one month was the highest figure reported) and in some cases a flat sum granted to one or more of the department staff (\$708 to the executive and assistant executive in one year was the largest amount reported).

In such responsible positions as executive, assistant executive and general supervisor, very few departments reported more than one worker. However, more than 889 playground and community center directors and 337 recreation leaders and assistants were reported employed on a full-time year-round basis by the various departments. Where the number employed by a department was not stated, one worker was assumed for the position, although there were probably several more.

In analyzing this survey, it should be borne in mind that it is intended to provide only a general indication of salaries currently being paid to recreation workers and is by no means definitive. Particularly in the brackets where fewer than fifteen departments are reporting, the median might well be substantially altered by the inclusion of addi-



tional departments. The highest and lowest figures for any given position are, of course, subject to change by the addition of only one report. However, it is believed that the cities reporting are sufficiently representative to give a reasonably accurate picture wherever fifteen or more departments have reported.

Salaries of Recreation Workers—1948

PART I

FULL-TIME YEAR-ROUND WORKERS

All Departments

Title	Departments Reporting	No. of Workers	Highest Salary Reported	Lowest Salary Reported	Median Salary Reported
Executive	108	110	\$12,480	\$2,640	\$4,550
Assistant Executive ..	58	71	5,856	1,800	3,450
General Supervisor ¹ ..	3	5	3,182	2,879	3,150
City-wide Supvr. of:					
Playgrounds and/or Community Centers.	35	58	5,300	1,440	3,000
Music and/or Dramatics	14	18	4,932	2,100	2,880
Athletics and/or Boys' and Men's Work ² ...	49	61	6,192	1,188	3,000
Girls' and Women's Work ²	31	32	6,192	1,661	2,640
Arts and Crafts and/or Nature	19	21	3,924	1,100	2,640
Dancing and/or Social Activities ...	5	6	3,384	1,661	1,800
Special Facilities	13	22	6,192	1,500	2,600
Playground and/or Community Center Directors					
Directors	52	889	5,400	1,080	2,460
Recreation Leader or Assistant					
Assistant	27	337	5,400	1,560	2,200
Specialist	4	4	2,766	1,800	2,460
Camp Director	4	4	3,576	2,700	3,516
Manager of Golf Course					
Course	23	35	6,192 ³	540	2,400
Manager of Beach or Pool					
Pool	8	9	4,500 ⁴	1,000	3,240
Swimming Instructor.	6	46	3,288	1,800	2,820

¹ This classification covers supervision of any or all facilities and activities. ² This classification frequently covers supervision of playgrounds and centers. ³ Manages more than one course. ⁴ This amount is undoubtedly supplemented by other income from the golf course. ⁵ This is a county worker—the highest salary paid in a city was \$3,948.

Cities by Population

Under 50,000 Population

Title	Depts. Reporting	Highest Salary Reported	Lowest Salary Reported	Median Salary Reported
Executive	37	\$5,800	\$2,828	\$4,120
Assistant Executive	14	4,200	2,000	3,480
General Supervisor .....	..	...	...	...
City-wide Supvr. of:				
Playgrounds and/or Community Centers.....	11	3,516	1,500	2,400
Music and/or Dramatics..	2	2,400	2,400	...
Athletics and/or Boys' and Men's Work.....	9	3,120	1,188	2,400
Girls' and Women's Work	5	2,820	1,800	2,400
Arts and Crafts and/or Nature	2	1,500	1,140	...
Dancing and/or Social Activities .....	..	...	...	...
Special Facilities	2	2,350	2,208	...
Playground and/or Com- munity Center Directors	12	2,700	1,080	1,903
Recreation Leader or Assistant	9	2,400	1,560	1,800
Specialist .....	..	...	...	...
Camp Director .....	..	...	...	...
Mgr. of Golf Course.....	6	2,500	540	2,232
Mgr. of Beach or Pool...	2	1,729	1,000	...
Swimming Instructor	1	1,988	...	...

50,000-100,000 Population

Executive	28	\$6,000	\$3,000	\$4,500
Assistant Executive	20	4,330	1,800	3,200
General Supervisor .....	..	...	...	...
City-wide Supvr. of:				
Playgrounds and/or Community Centers.....	5	3,250	1,440	2,400
Music and/or Dramatics..	1	4,932	...	...
Athletics and/or Boys' and Men's Work.....	13	3,290	2,100	3,000
Girls' and Women's Work	10	3,500	1,800	2,520
Arts and Crafts and/or Nature	5	2,700	1,100	2,100
Dancing and/or Social Activities	1	1,800	...	...
Special Facilities	3	2,600	1,500	1,800
Playground and/or Com- munity Center Directors	11	2,940	1,200	2,460
Recreation Leader or Assistant	4	3,070	2,000	2,388
Specialist	2	2,766	2,460	...
Camp Director	1	3,576	...	...
Mgr. of Golf Course.....	4	2,800	1,800	2,160
Mgr. of Beach or Pool...	3	3,948	2,700	3,240
Swimming Instructor	2	3,288	1,800	...

100,000-500,000 Population

Title	Depts. Reporting	Highest Salary Reported	Lowest Salary Reported	Median Salary Reported
Executive	32	\$7,100	\$2,640	\$4,680
Assistant Executive	17	5,360 ¹	2,100	3,545
General Supervisor	2	3,937	3,182	...
City-wide Supvr. of:				
Playgrounds and/or Community Centers.....	15	4,110	2,256	3,090
Music and/or Dramatics..	7	4,110	2,700	2,880
Athletics and/or Boys' and Men's Work.....	22	4,110 ²	1,175	3,100
Girls' and Women's Work	10	3,600	1,661	2,800
Arts and Crafts and/or Nature	9	3,924	1,968	2,750
Dancing and/or Social Activities	4	3,384	1,661	3,000
Special Facilities	6	3,120	2,256	2,670
Playground and/or Com- munity Center Directors	19	5,400	1,517	2,487
Recreation Leader or Assistant	9	5,400	1,655	2,580
Specialist	2	1,800	1,800	...
Camp Director	2	2,880	2,700	...
Mgr. of Golf Course.....	11	4,080	1,500	2,600
Mgr. of Beach or Pool...	2	3,552	1,680	...
Swimming Instructor	1	2,400	...	...

Over 500,000 Population

Executive	9	\$12,480	\$3,684	\$7,590
Assistant Executive	5	5,856	3,192	3,800
General Supervisor	1	3,150	...	...
City-wide Supvr. of:				
Playgrounds and/or Community Centers.....	3	5,300	4,500	5,298
Music and/or Dramatics..	3	3,960	2,640	3,500
Athletics and/or Boys' and Men's Work.....	5	6,192	2,640	3,960
Girls' and Women's Work	5	6,192	2,640	3,960
Arts and Crafts and/or Nature	3	3,500	2,640	3,360
Dancing and/or Social Activities .....	..	...	...	...
Special Facilities	2	6,192	3,960	...
Playground and/or Com- munity Center Directors	8	4,164	2,280	3,168
Recreation Leader or Assistant	4	3,480	1,925	2,440
Specialist .....	..	...	...	...
Camp Director	1	3,516	...	...
Mgr. of Golf Course.....	2	6,192	3,070	...
Mgr. of Beach or Pool...	..	...	...	...
Swimming Instructor	1	2,820	...	...

¹ Highest for a city department; the highest reported was for a private agency: \$5520. ² Highest for a city department; the highest reported was for a private agency: \$4560.

Cities by Geographical Location

Northeast¹

Title	Depts. Reporting	Highest Salary Reported	Lowest Salary Reported	Median Salary Reported
Executive	32	\$7,750	\$2,900	\$4,600
Assistant Executive	16	3,937 ^a	2,500	3,545
General Supervisor	2	3,150	2,879	...
City-wide Supvr. of:				
Playgrounds and/or Community Centers.....	8	4,500	1,560	2,700
Music and/or Dramatics..	3	3,500	2,400	2,750
Athletics and/or Boys' and Men's Work.....	14	4,500 ^a	1,900	3,100
Girls' and Women's Work	8	3,500	1,800	2,400
Arts and Crafts and/or Nature	4	3,500	2,300	2,750
Dancing and/or Social Activities .....	..	...	...	...
Special Facilities	2	2,662	2,350	...
Playground and/or Community Center Directors	11	5,400	1,997	2,600
Recreation Leader or Assistant	8	5,400	1,560	2,440
Specialist .....	..	...	...	...
Camp Director .....	..	...	...	...
Mgr. of Golf Course.....	3	2,639	1,950	2,526
Mgr. of Beach or Pool...	2	1,729	1,680	...
Swimming Instructor	1	1,988	...	...

Southeast⁴

Executive	20	\$6,000	\$3,000	\$4,300
Assistant Executive	12	5,360	1,800	3,000
General Supervisor .....	..	...	...	...
City-wide Supvr. of:				
Playgrounds and/or Community Centers.....	11	4,110	1,440	2,400
Music and/or Dramatics..	2	4,110	2,400	...
Athletics and/or Boys' and Men's Work.....	13	4,110	1,188	2,640
Girls' and Women's Work	16	3,060	1,800	2,400
Arts and Crafts and/or Nature	3	2,100	1,140	1,968
Dancing and/or Social Activities	1	2,256	...	...
Special Facilities	2	2,256	1,800	...
Playground and/or Community Center Directors	15	2,700	1,080	1,820
Recreation Leader or Assistant	4	1,800	1,620	1,772
Specialist	2	2,460	1,800	...
Camp Director .....	..	...	...	...
Mgr. of Golf Course.....	6	2,400	540	2,100
Mgr. of Beach or Pool...	2	2,700	1,000	...
Swimming Instructor	1	1,800	...	...

Midwest⁵

Title	Depts. Reporting	Highest Salary Reported	Lowest Salary Reported	Median Salary Reported
Executive	35	\$7,800	\$2,828	\$4,500
Assistant Executive	18	5,856	2,250	3,200
General Supervisor	1	3,182	...	...
City-wide Supvr. of:				
Playgrounds and/or Community Centers.....	6	5,300	2,400	3,600
Music and/or Dramatics..	4	2,880	2,100	2,880
Athletics and/or Boys' and Men's Work.....	15	4,500	2,400	3,050
Girls' and Women's Work	12	4,500	1,920	2,880
Arts and Crafts and/or Nature	6	3,000	1,100	2,640
Dancing and/or Social Activities	1	3,000	...	...
Special Facilities	5	2,880	1,500	2,600
Playground and/or Community Center Directors	13	4,164	1,800	2,460
Recreation Leader or Assistant	6	3,480	1,560	2,136
Specialist	2	2,766	1,800	...
Camp Director .....	..	...	...	...
Mgr. of Golf Course.....	7	3,372	1,800	2,232
Mgr. of Beach or Pool...	1	3,240	...	...
Swimming Instructor ....	..	...	...	...

West⁶

Executive	21	\$12,480	\$3,000	\$4,512
Assistant Executive	12	5,160	2,508 ⁷	3,780
General Supervisor .....	..	...	...	...
City-wide Supvr. of:				
Playgrounds and/or Community Centers.....	10	4,044 ^a	1,500	3,144
Music and/or Dramatics..	5	4,932	2,700	3,600
Athletics and/or Boys' and Men's Work.....	7	6,192	2,400	3,440
Girls' and Women's Work	5	6,192	1,661	2,904
Arts and Crafts and/or Nature	6	3,924	1,500	2,880
Dancing and/or Social Activities	3	3,384	1,661	1,800
Special Facilities	4	6,192	2,208	3,960
Playground and/or Community Center Directors	13	3,636	1,680	2,820
Recreation Leader or Assistant	9	3,072	2,100	2,400
Specialist .....	..	...	...	...
Camp Director	4	3,576	2,700	3,516
Mgr. of Golf Course.....	7	6,192	1,375	2,800
Mgr. of Beach or Pool...	3	4,500 ^b	3,552	3,948
Swimming Instructor	4	3,288	2,400	3,108

¹ Includes reports from Connecticut, Delaware, Maryland, Massachusetts, New Jersey, New York, Pennsylvania and Vermont. ² Highest from a city department; the highest reported was from a private agency: \$5,520. ³ Highest from a city department; the highest reported was from a private agency: \$4,560. ⁴ Includes reports from Alabama, Florida, Kentucky, Louisiana, North Carolina, South Carolina and Virginia. ⁵ Includes reports from Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma and Wisconsin. ⁶ Includes reports from Arizona, California, Colorado, Montana, New Mexico, Oregon, Texas, Utah and Washington. ⁷ Trainee, recently hired; the next lowest salary reported was \$3,000. ^a County department; the highest salary reported from a city was \$3,840. ^b County department.



Car Allowance



Under 50,000 Population

	Executive	Assistant Executive	Playground or Comty. Center Supervisor	Athletic Supervisor	Other Activities Supervisor
No Allowance	2	2	2	.	1
City Car	4	1	2	1	1
\$100-199 yr.	3	1	1	.	.
\$200-299 yr.	2	.	.	1	1
\$300-399 yr.	12	3	2	1	.
\$400-499 yr.	4	1	.	.	1
\$500-599 yr.	1	.	.	.	.
\$600 or over.....	1	.	.	.	.
Mileage Allowance	3 ¹	2 ¹	.	.	.
Miscellaneous	1 ⁵	.	.	.	.

50,000-100,000 Population

No Allowance	1	2	1	1	2
City Car	2	.	.	.	.
\$100-199 yr.	1	1	.	.	2
\$200-299 yr.	2	6	.	3	2
\$300-399 yr.	8	2	.	.	.
\$400-499 yr.	4	2	1	1	.
\$500-599 yr.	1	1	.	.	.
\$600 or over.....	1	1	.	.	.
Mileage Allowance	1 ²	1 ²	.	.	.
Miscellaneous	3 ⁶	1 ⁶	1 ⁶	.	2 ⁶

100,000-500,000 Population

No Allowance	3	2	1	3	4
City Car	10	2	2	2	1
\$100-199 yr.	1	.	1	1	.
\$200-299 yr. ....	.	1	.	.	.
\$300-399 yr.	2	3	4	3	1
\$400-499 yr.	4	1	1	1	2
\$500-599 yr. ....	.	.	.	.	.
\$600 or over.....	5	2	1	1	.
Mileage Allowance	1 ³	2 ⁴	1 ³	2 ⁴	1 ³
Miscellaneous	1 ⁶	1 ⁶	2 ⁶	1 ⁶	1 ⁶

Over 500,000 Population

No Allowance .....	.	.	.	.	.
City Car	3	1	.	.	.
\$100-199 yr. ....	.	1	.	1	1
\$200-299 yr.	1	.	.	.	.
\$300-399 yr.	1	.	1	.	1
\$400-499 yr. ....	.	.	.	.	.
\$500-599 yr. ....	.	.	.	.	.
\$600 or over.....	1	1	1	.	.
Mileage Allowance	1 ³	.	1 ³	2 ⁵	2 ³
Miscellaneous .....	.	.	.	.	.

¹ (.05-.06). ² (.05). ³ (.07). ⁴ (.06-.07). ⁵ Reported \$35 per week! ⁶ Gas and oil.

Number of Days Vacation With Pay

	Population of City			
	Under 50,000	50,000-100,000	100,000-500,000	Over 500,000
8 days through 15 days.....	31	19	28	6
16 days through 21 days.....	4	6	2	2
22 days through 30 days.....	2	4	2	.

In several departments, the vacation time varied for different workers; the longest vacation reported was 2 months given to playground directors and recreation leaders.

Number of Days Sick Leave With Pay

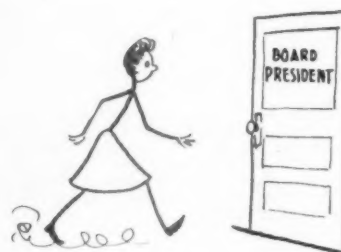
	Population of City			
	Under 50,000	50,000-100,000	100,000-500,000	Over 500,000
No Set Policy.....	4	11	4	.
No Sick Leave.....	2	1	.	1
1 week or less	3	1	1	1
8 days through 15 days.....	21	10	21	4
16 days through 21 days.....	1	.	2	.
22 days through 30 days.....	3	5	2	1
Unlimited	1	.	1	.

Several departments reported that sick leave was cumulative and one described a "Sick Leave Bank" system which could be built up to 60 days for the executive and 30 days for others.

Change in Salaries 1940-1948

	Executive	Assistant Executive	City-wide Supervisor	Plgd. or Center Dir. & Rec. Ldr. & Asst.
No Increase	4	1	1	1
15% or Less.....	18	2	9	11
16%-30%	23	14	11	5
31%-45%	16	3	9	3
46%-60%	10	7	5	6
61%-75%	2	3	3	1
76%-90%	3	.	1	.
Over 90%	7	4	3	4
No Records or Program in 1940	8	12	12	8

Fourteen departments, which could not be classified, reported granting increases of different sizes to different individuals in a given classification.



Civil Service Status

	Departments Reporting
Under civil service.....	41
Not under civil service.....	59
Executive only	3
Staff with exception of executive.....	5
On teacher's tenure.....	3

Residence Requirements

	Departments Reporting
Restricted to local residents.....	38
Unrestricted	57
Local residents preferred.....	5
Executive only restricted.....	2
Restricted with exception of executive.....	4
Restricted to residents of state.....	1

PART II

PART-TIME AND SEASONAL WORKERS

The cities reporting in Part II of the survey are not identical with those in Part I because several departments listed only full-time workers; also, a few reports that were received too late for consideration in Part I have been included in Part II. The population range and geographical distribution of the cities covered remain substantially the same. The tabulations represent reports from 101 recreation departments in 99 cities and 2 counties, employing more than 4,370 part-time and seasonal workers.

Some editing has been done in this section of the report because it was apparent that several departments had misclassified their workers, according to the generally accepted standards. For example, one department reported a very large number of city-wide supervisors of playgrounds and no playground directors. In such cases as this, the reclassification of the workers seemed entirely justified, in the interest of accuracy.

The tabulations made include playground directors, community center directors, recreation leaders and assistants, specialists and swimming instructors. Music, drama, dancing, arts and crafts, nature and athletic leaders, as well as leaders of girls' and women's and boys' and men's work, have been classified as specialists. Lifeguards have not been included unless it was stated or clearly implied that their duties included swimming instruction. The small number of community center directors recorded is attributed, in part, to the fact

that in many departments the playground director also supervises the community center. Where one individual has been reported as having this dual responsibility, he has been classified as a playground director.

Since no provision was made on the report form for recording the number of hours devoted to recreation duties, the figures recorded under "hourly" and "class or evening" give the most accurate picture of salaries currently being paid part-time recreation workers. Where very low salaries are reported for a week, month or other period, it is probable that these workers devoted only a limited number of hours to recreation duties. However, where the salaries reported are fairly high, it is reasonable to assume that the workers were on a full-time basis during the period covered by the report.

Playground Directors—1,500 Workers

Term of Payment	Depts. Reporting	Highest Salary	Lowest Salary	Median Salary
Hourly	9	\$1.62	\$.70	\$1.05
Daily	3	7.00	3.50	6.00
Weekly	29	100.00	20.00	32.50
Monthly	32	269.00	75.00	140.00

Community Center Directors—218 Workers

Term of Payment	Depts. Reporting	Highest Salary	Lowest Salary	Median Salary
Hourly	5	\$2.50	\$1.00	\$1.08
Evening or Session....	8	7.00	2.50	5.00
Weekly	6	51.00	22.50	40.00
Monthly	10	232.07	100.00	175.00

Recreation Leaders or Assistants—1,687 Workers

Term of Payment	Depts. Reporting	Highest Salary	Lowest Salary	Median Salary
Hourly	14	\$3.00	\$.70	\$1.25
Evening or Session....	6	7.00	2.50	4.00
Daily	2 ¹	5.00	3.00	4.00
Weekly	13	35.00	15.00	25.00
Monthly	13	269.00	40.00	140.00

¹ One department employing several leaders reported paying \$3.00 and \$4.00 per day.

Specialists—68 Departments¹—559 Workers

Term of Payment	Depts. Reporting	Highest Salary	Lowest Salary	Median Salary
Hourly	16	\$6.00	\$.78	\$1.50
Game, Session or Evening	9	10.00	1.00	3.00
Daily	6	7.00	5.00	6.00
Weekly	21	100.00	10.00	40.00
Monthly	26	250.00	20.00	135.00

¹ Some departments reported different terms of payment in different categories.

Swimming Instructors—406 Workers

Term of Payment	Depts. Reporting	Highest Salary	Lowest Salary	Median Salary
Hourly	8	\$2.00	\$.69	\$1.00
Session	2	3.50	3.50	...
Weekly	14	100.00	25.00	35.00
Monthly	20	240.00	60.00	160.00

In recreation, as in education, attracting the highest type of man and woman to the profession is becoming a serious problem in these days of

high industrial wages. The Association has presented this report in the hope that it may help to lay the groundwork for a satisfactory set of salary standards for recreation personnel. Your comments and suggestions on the material and the form of presentation will be most welcome. Our thanks to the executives and staff members who took time from their busy days to fill out the report form. Without their cooperation, such studies as this could not be made.

Softball for Girls

a summer program



Dorothy Aceto

THE CITY OF Racine was certainly "ball-minded" last summer, as evidenced by the fact that there were 240 teams in various municipal leagues sponsored by the recreation department. The types of ball played included slowpitch and fastpitch softball, and baseball. Both men and women played in the leagues which ranged from Cadet Girls to the "Old Timers." But what interests us here is the league of the Cadet Girls, and the organization of girls of junior high school age for playing regulation softball.

Problems beset the recreation department from the start. Because of a ruling of the Wisconsin Interscholastic Athletic Association, girls in Wisconsin schools are not permitted to compete in athletic activities as representatives of their schools. Yet, we felt that the school was the unit with which to start in order to contact the girls who might be interested in playing ball during summer vacation. By gaining permission from the school board to talk to them in after-school meetings, it was possible for us to outline our program.

The Cadet League was to be governed as any adult league, under the jurisdiction of the recreation department. Each team was to have a mana-

ger, preferably an adult, and a roster of a recommended number of fifteen players. The girls had players' contracts to sign which entered their names on the team roster—where they remained until they were officially released by the manager. After the first mass organization meeting in each school, every team met separately to choose a name, pick a captain, determine when and where to practice, and work out any problems which arose. The recreation department was on hand at all times to assist the girls.

Besides the guidance given the girls in organizing properly, the department offered certain services. In the way of physical equipment each team was given two balls and two bats with which to initiate practice sessions, and throughout the season they were kept supplied on an exchange basis. Catchers' body protectors and masks were also issued. Members furnished their own gloves, necessary gear since they played with an eleven-inch ball. They used this size ball because the Belles team in Racine, a member of the All-America Girls League, used the same size, and their club provided our players with a felt emblem to be worn on the girls' playing uniforms, which,

in most cases, were a pair of blue jeans and a cotton blouse. The recreation department further furnished the girls with practice areas, coaching assistance, and umpires.

When the groundwork was completed, we found that the response was beyond expectation: from each of the four junior high schools in town were three teams of fifteen to twenty members who had chosen such names as Powder Puffs, Teeners, QT's, and Starlets. A schedule was drawn up for the Cadets to follow over a period of eleven weeks. Naturally interest was at a high peak at the very beginning; yet it only took a couple of weeks of rainy weather and postponed games to dampen these youngsters' spirits. As a result, we lost two teams after they had forfeited two games each, for this was one of the rules of the league. With ten teams with which to work, it was necessary to restimulate and maintain interest.

Several techniques were used to do this: one was to send a postcard to each girl every time her team had a game to play. The local newspaper also helped greatly by giving considerable space

to the activities of the league; publicity in the form of pictures and stories were excellent ways of keeping the girls in the league. Another method that really paid off was the contacting of the Belles players—whom these junior high school girls looked upon as heroines—to come out to special practice sessions where they coached our girls and gave them considerable help in improving their game. All of these things proved very rewarding for the league completed a fine season of ball playing. Not only did the girls learn to play the game according to the rules, but many other values were realized. Friendships were formed between the girls of the various schools, and all in all, they had a great deal of fun during the summer.

Perhaps other recreation departments have contemplated organizing younger girls into softball leagues but have not been quite sure whether it would pay recreational dividends. We, in Racine, feel that the experiment with the Cadet Girls' League was a huge success and we are looking forward to a bigger and better season this year.

Let's Go Out into the Garden and

GROW WORMS

IN SPITE OF the many modern and artificial lures for unsuspecting fish, the age old use of the angleworm still satisfies the needs of many fishermen. In fact, so great are the demands for this time-tried bait, that people everywhere ask "*Where can we get earthworms for fishing?*" Some have taken advantage of this situation and make a living culturing worms for sale to the angler. These commercial sources are not widely available and cannot begin to meet the need; many people, therefore, must resort to the spade and shovel in order to go fishing. Some individuals, however, are not so adept at finding the proper place to dig—or are in too much of a hurry to bother.

The earthworm is one of the easiest of all animals to raise. A few buckets or wooden boxes in a shaded place in the backyard and a few minutes of time each week will provide enough worms for several fishermen. Earthworms multiply and grow rapidly. Their only requirement is a damp, loamy soil with plenty of humus for food. Why not "grow your own"?

For further information: Extension Division, University of Oklahoma, Norman, Oklahoma.

MAY 1948





In Praise of Gardening

An Important Crop

Evelyn Craw Mathews

LAST SPRING, WHEN we were buying seed for our garden, our son David, who has had his own little plot for a couple of years, surprised us by saying, "One thing I really want to plant is pumpkins."

We had never thought of pumpkin vines as a possible thing for a child to grow, but it was a logical choice. He likes pumpkin pie as well as any small boy and Jack-o-Lanterns have a great fascination for him.

David planned that the next autumn he would cut a smile in the face of a pumpkin he had grown himself.

Gardening is fun for an adult who chooses it as a hobby, but it is difficult to match the sheer enjoyment of a six-year-old as he picks out his seeds, prepares the ground with a little assistance, plants, waters and weeds his small plot. His carrots and beets grew in rows which were slightly crooked, but his pumpkin vines were, without doubt, his prize crop. He watched the flowers open to the sun and when the tiny green balls formed, he brought two of his playmates to the garden just to admire them. We rent a piece of fertile ground from the municipality beside the city greenhouse and David was very thrilled when the gardener, who was employed there, complimented him on his pumpkin vines—and, after all, as our son pointed out, his job is to make things grow and he should know!

By the time October arrived, the pumpkins might have been a little larger in size, (although David never admitted this), but there were a lot of them, and no one could deny that they were without a mark or blemish. They were just the right rich golden-orange color.

What a delicious taste those pumpkins had for every member of the family when they appeared

on the dining-room table either as a vegetable or in a pie. We were agreed that never had pumpkins tasted as good as those our boy had grown.

The climax of the pumpkin growing came on the last Saturday in October when David picked out his five best pumpkins with great care and brought them home in triumph. These best specimens were to be used for Hallowe'en—one was for David's chum, Bobby; one for each of his two sisters, Nancy and Rosemary; one for himself; and the biggest one of all was set aside to be taken to his second grade teacher. He did not know of any other boy in his class who had grown a pumpkin to decorate the school room on the Hallowe'en party afternoon.

David has reserved the right to be our "official" pumpkin grower again this year. If he gets half as much "kick" out of his garden next season as he did last, it will be well worthwhile.

Cultivating any kind of a vegetable successfully is a bit of an achievement for a grown-up, and it gives a youngster a sense of real accomplishment. Our vegetables cut down the family's food expenditure, and in these days of rising costs that is important.

As parents we covet for our youngsters the happiness found in worthwhile activities. We want our boy and girls to build strong bodies, to practice staying at a job demanding initiative and exercise until it is completed. We know of no better health investment for a family than the hobby of gardening. It is also true that as we watched David and his pumpkin vines, we realized that in the sunshine and fresh air of our garden plot, the most important crop which we are growing is not pumpkins—nor any other type of vegetable—but healthy, happy children!

Dramatics--The Fun Way

Ruth Garber Ehlers

MANY DIFFERENT TASKS can be accomplished easily if done in the spirit of fun, and it is altogether possible to have a wonderful time while working toward certain objectives.

Perhaps you have a new group that hopes to become "The Little Theater Players" of your community. If you have accepted the responsibility of helping them progress toward a well-working group, it will be necessary for you to employ certain techniques and devices to help each member feel, from the first meeting, that the group has every chance of success.

Among the several ways a leader of such a group may approach his different problems is through usage of social recreation games that are based on dramatic play. They not only help the leader to know his group faster and help the members to become acquainted, but their use is definitely an enjoyable way to develop the power of expression.

The following games are suggested for the leader who is looking for ways to encourage individual and group participation:

1. Charades

Divide the large group into smaller groups.

Ask each group to choose a word, work out a way to pantomime it so that the others can guess the word. Before the pantomime is given, a member of the small group should tell whether it is a proper or common noun, a verb, an adverb or an adjective, and the number of syllables in the word.

The following are examples of good choices:

He-ro (All the men in the group stand in a row.)

In-gra-ti-ate (A woman in a grey dress pretends to eat.)

Won-der-ful (Group of people crowd into one door frame.)

Mis-under-stand (A girl sits on the floor beneath a small table.)

Post-age stamp (One stands still like a post.

Others walk past him and say, "How old are you?" and stamp foot.)

2. Real-life Dramatizations

Have each group choose and develop a situation that most people have experienced.

Examples:

1. A girl and her family wait for her first date to arrive. He finally comes and she introduces him to the family.

2. One member demonstrates how to make something, such as a boat, a hat, a toy.

3. Group chooses a story, casts the characters and pantomimes the action.

3. Made-up Conversations

Ask the group members to divide into two's. Each couple decides upon two famous people and proceeds to imitate them, converse with each other. After they have finished the entire performance, the others guess their identity.

4. Individual Pantomimes

Ask each one to imitate some person who is known to all present. Encourage each to costume



Dramatic problems developed and worked out in the fun way are valuable aids to learning.

their performance if possible.

5. Dramatic Problems

Give individuals or small groups dramatic problems to develop. Problems such as:

1. Pretend you are in a cafeteria. You choose a substantial tray of food. When you reach the cashier, discover you have no money. What would you do?

2. Pretend you have just arrived on the corner to meet your "date." He doesn't come. It gets colder and colder. The wind is strong and cold. Finally in exasperation you decide to go home. Just then he arrives. What would you do?

6. Creative Writing and Acting

Put the same properties in different boxes for each group of three or four members. The problem is for each group to open a box, note the contents, write a short sketch which includes the use of all the properties, then give the sketch for the entire group. This can be a field day for your imaginative members.

Props in each box might be:

a. A book, a water glass, a lady's purse and a man's hat.

b. A rope, a letter, a newspaper and a locket.

c. A check book, a handkerchief stained with ink, a bunch of keys, a list of telephone numbers.

Those who have worked in dramatic club circles will recognize the possibilities offered by participation in dramatic games.

You find quickly those with natural talents.

You find, without embarrassment to anyone, those who need help.

You know the different types of actors represented in the group.

You begin to know the dramatics background of the different members.

You are better able to help them help themselves because together you have brought to the surface, in a fun way, many of the things the new dramatics director must know before a group can—as the members say—"go places in dramatics."

FOOTLIGHTS IN YOUR EYES

AN UNUSUAL OPPORTUNITY to learn about the mysteries of the theatre at first hand is being offered to New York high school students during April and May. Broadway producers, directors, actors and critics are cooperating in putting on a series of lectures and demonstrations on theatre techniques and problems for the express purpose of acquainting high school students with the art of the drama. The course was announced recently by an associate superintendent of the Board of Education in New York City.

At each of the five performances of "Footlights in Your Eyes," as the series is called, a theatre

personality will explain and discuss some particular point of interest on the program which has been devised to touch upon such important theatre problems as costuming, acting, writing the play, direction and theatre choreography. Some of the stage people taking part are: Brock Pemberton, producer of "Harvey" and "Janie"; Peggy Wood, star of "Old Acquaintance" and other plays; Lucinda Ballard, costume designer for "Show Boat," "Annie Get Your Gun" and "Happy Birthday"; Vernon Rice, drama critic of *The New York Post*; John O'Shaughnessy, director of "Command Decision"; dancers of Theatre Dance, Incorporated.

This stage workshop has been arranged by the coordinator of the School Art League and the regional theatre director of the American National Theatre and Academy. Admission is free to all young members of the School Art League; but, because the series is expected to arouse much interest, it has been thought advisable to limit admissions to eighteen students from each school.

In speaking of this venture, Helen Hayes, vice president of the academy, says, "We are delighted to work with the School Art League and the New York City Board of Education. We feel that a knowledge of the standards and aesthetics of the theatre should be a part of every student's education, and that it is our responsibility to help him gain that knowledge."



Puppetry Can Tell the Stories of the Ages . . .



There are skills to be learned. Backstage preparation is part of the fun, make-up quite an art.



Some groups paint their own scenery and make their own costumes. Many hands are thus given the opportunity to help with such a production . . .

DRAMA ~ Catches on in RECREATION

It is exciting to see drama programs springing up in more communities than ever before these days. Their value as community recreation projects is becoming more widely recognized.

Children love to dramatize their favorite stories and find playmaking an exciting adventure.



Out-door stages, carefully constructed, are popular on playgrounds.



Amateur electricians are glad to lend their skills for stage lighting.



Members of a teen-age "radio playhouse" rehearse their weekly broadcast.

An interesting idea for dramatizing registration week at the playgrounds.



A State Park Day Camp Program

A blow-by-blow account of how South Carolina has expanded its recreation program in parks.

P. R. Plumer

STATE PARKS ARE NOW coming of age in South Carolina after thirteen years of acquisition, development and operation. The state park system is composed of eighteen state parks totalling 37,260 acres. There are six waysides totalling 159 acres, of which one is an historical area and four others are in the process of acquisition, lease and improvement. Three more parks are proposed, and several recreation areas are under consideration.

As the acquisition and development progressed, one by one the parks became ready until the summer of 1941 found fourteen in operation. The year closing June 30, 1947 saw a record attendance of 1,241,000.

Because this was such a new enterprise, those of us responsible for the establishment of policies of operation, and for setting up detailed aims and objectives, have made it a practice to proceed with caution. The first few years were devoted to such problems as organization and administrative policies including purchasing methods, maintenance standards, equipment, and many other details that are most uninteresting, but so necessary, to lay the foundation for an efficient and smoothly working organization.

We have felt, from the very beginning, that our state park system should go further than simply furnishing beautiful areas with well-kept facilities to be used by the public as it saw fit. We have felt that the state parks should render a service to the people in the form of interesting and instructive programs designed for both young and old—programs which would induce people to use the parks, which would show them how to do so in the most beneficial way—programs to provide recreational and educational opportunities for everyone.

Proceeding along this line of attack, when it was felt that the mechanical problems of park

operation had been reasonably well worked out, we began expanding our park personnel to include people with recreation training and experience, feeling our way by concentrating on one or two parks to see what could be done. Every experiment was carefully studied and, after profiting by the mistakes, we planned to expand the program to most of the parks the next year.

The results of the program were immediately recognized by a tremendous increase in park use. In addition to the increase in the number of visitors, there was an even greater increase in the number of people who participated in the program or made use of park facilities. The number of casual visitors who drove in and out of the parks was rapidly decreasing.

The only disappointing observation regarding the first two years of this expanded recreation program was the very small percentage of children participating. We felt that there was a great need for a program designed especially for school children, a program which would combine opportunities for educational improvement with wholesome recreation through proper exercise and plenty of fun. Such a program would not conflict with, but supplement, the children's regular educational program carried on during the other months of the year. The morning hours in the parks were not particularly busy and there would be no conflict with other park activities. Park lifeguards were already on duty and could care for the safety of the children in the water and also give instruction in swimming, water safety and water sports. By increasing the park recreation staff with leaders of varied training, a worthwhile program could be undertaken. The additional personnel, supplies and equipment would necessitate a large expenditure for a relatively small income but, because the enterprise was so worthwhile, it was decided to try out a program in one park.

Such a program was initiated at Cheraw State Park during the summer of 1940. Staff was engaged, necessary materials and equipment purchased, and a well-rounded program carefully planned and put into effect. It soon became apparent, however, that there were not enough children participating to justify expenses. A careful analysis brought out the fact that most of the children had no way to reach the park. The only ones able to come were those whose families had the time and transportation facilities to bring them, and even they did not come regularly. The Park Recreation Director, an enterprising young man, then went to one of the Service Clubs and asked them to sponsor a free bus to the park five days a week. After explaining what the park had to offer he had no difficulty in persuading the club to sponsor a bus, and from then on throngs of children began to appear every morning. Later, two more buses were added.

If this could be worked so successfully at Cheraw, why wouldn't it work in other state parks? There was no doubt that the children would participate if they had some means of transportation at moderate or no cost. The State Department of Education was advised of the preliminary plans and their response was enthusiastic. They felt that the children could obtain a very important part of their education through our plans—a part which the school systems, at that time, were unable to give. They could not furnish the necessary transportation, however, because school buses were controlled by individual school boards in each county, and many of them were contracted from private individuals for nine school months and were not available during the summer.

It was realized that the program in the parks would be expensive—and no funds were available for such expansion—but we decided to take a chance. So with hopes and prayers that the increased expense would be, at least in part, made up by increased interest in the state parks and resultant increased revenue, we began laying plans.

There remained only the problem of transportation. We set out to confer with all organizations in the vicinity of every park to find someone interested in sponsoring the transportation program.

It was explained to each group that the State Park Service could not accept the responsibility of transportation arrangements even though sufficient funds might be provided for such purpose, but we agreed to be responsible for each child from the time he was unloaded from the bus until he was put back on at the end of the program. We suggested that some group "sponsor" the program



Transportation arrangements vary in different localities. Above, children getting into school bus.

and assume the responsibility while accepting funds from any interested persons or organizations. We suggested further that they adopt one of three methods: (1) having the children pay all expenses (which probably would average fifty cents per week, depending on the distance to be travelled); (2) having the children pay part of the expense, the balance being supplied by subscribed funds; (3) furnishing transportation free.

A bathhouse fee of twenty-five cents per child was set, with each child having the option of buying a season ticket for one dollar. This fee was to cover the use of the bathhouse, with no other charges.

The bulk of the work of getting the program underway was done very late in the spring, because of the fact that the Legislature did not pass the appropriation bill until late May. This was probably the greatest drawback of the entire program, and there is no doubt that many more children could have participated had it been possible to begin laying plans early in the year.

By July first, day camp programs were in operation in twelve state parks, and the children were being brought out by buses, the arrangements for which were different in almost all cases. Not knowing the best method of handling this, different types of arrangements were tried.

In one instance, a mill supplied a bus for children of neighboring villages. The children had to pay fifty cents per week (twenty-five cents for the bus and twenty-five cents for the bathhouse). Other children were brought to the same park from another town by a bus sponsored by the Junior Chamber of Commerce for the same price. Other children were brought out in automobiles by their families.

At some other park, the County Board of Education supplied the buses, drivers, and all expenses of operating, without charge to the children.

(Thus they had only to pay the bathhouse fee.) At another, a Service Club sponsored the buses, underwrote the expenses, and made a minimum charge to the children.

At only one park did the State Park Division accept any responsibility for handling transportation arrangements. In this case the County School Board donated six buses but refused to pay any expenses or accept any responsibility. These buses were accepted and funds obtained from the city to be used for purchasing insurance and as a sinking fund for expenses over and above those paid by the children. In some instances, charitable organizations not only furnished transportation but paid the bathhouse fees as well.

During the summer 3,081 different children spent 39,655 day camp days in twelve of the parks or an average of slightly over thirteen days each. They came from thirty-one different communities, an average distance of eleven and one-half miles from the park. The greatest distance traveled was twenty-five miles.

Day camp programs were conducted for an average of eight weeks during the summer—the shortest period being for three weeks—while two parks conducted the program for a full twelve weeks. The average size of the daily groups was seventy-nine, with the largest average at one park being 178 and the lowest twenty-two.

Thirty-eight different organizations and clubs contributed \$2,039.84 for transportation, and five organizations contributed \$217 to help pay bathhouse fees. The children themselves paid \$772.10 in transportation fees and \$1137.35 for use of the bathhouses. Total cost of transportation and bathhouses was \$4,163.24 or slightly over ten cents per child per day, with the child furnishing almost half.

The total cost of putting on the program by the state is estimated as \$6,714.70. This figure was obtained by prorating all expenditures in the parks by items. The total bathhouse receipts of \$1354.35 can be credited to this amount, making the net cost \$5,360.35 or about thirteen and one-half cents per child per day.

While this cost may seem rather large, it is far below the cost to the state of putting a child through one day in the public schools, and surely there can be very few ways in which the money could be better spent.

The activities comprising the day camp program were divided into six main groups, for each of which a trained and experienced recreation leader was provided—except in the case of some of the smaller parks where leaders, with training

in one or more of the activities handled, combined portions of the program.

(1) Nature Study—one of the most important of all the activities. A park naturalist was provided in all cases and there were 10,376 day campers who participated. Activities included hikes, lectures, nature craft, plant identification, leaf printing, bird and animal study, insect and reptile study, geology, nature games, study of beach and pond life.

(2) Cultural Activities—included drama, folk dancing, singing pantomime, social dancing and storytelling. In most cases, a leader's full time was given to this part of the day camp program. A total of 12,881 day campers participated.

(3) Arts and Crafts—17,309 day camp days of participation, and one of the most successful of the programs. They included such activities as basketry, bead work, weaving, block printing, carving, modeling, knitting, leather work, painting, drawing, photography, wood crafts, and many others. About 10,000 useful and ornamental objects were made by the children and taken home.

(4) Social—20,783 day campers participated. This included mostly quiet games, parties, picnics, and entertainment. This part of the program was usually conducted by members of the staff who were principally engaged in other work.

(5) Aquatics—one of the most popular of all the activities, with 30,191 day campers participating. Besides free swimming, this included instruction in swimming, life saving, diving, boating, and water games.

(6) Land Sports—the most heavily engaged in of the activities, having 37,425 participants. Included were archery, clock golf, tennis, and games and sports of all kinds.

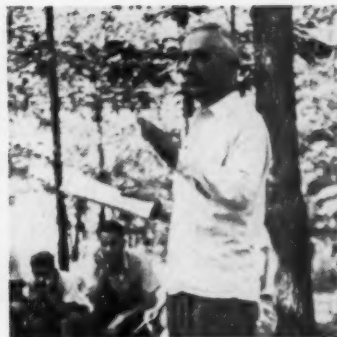
Day campers were carefully checked off and on buses. The buddy system was used throughout the day, both in and out of the water, and proved very successful. There were no cases of lost children or any accidents other than minor ones.

The results of the first summer of operation of the day camp program were very gratifying and prove conclusively that it can be done. Many improvements can be made. These things will be carefully studied in an effort to work out all the problems encountered. It is sincerely hoped that sufficient funds may be made available to carry on the program next summer. After such a successful start, and with the problems fresh in our minds, it would be regrettable if it were allowed to drop.

A few conclusions from the study of the first summer are given below for the benefit of those who may be contemplating a similar program.



Margaret Y. Wall,
Program Director.



C. West Jacobs,
Recreation Head.



Day campers observe nature first hand.
Camp program has great possibilities . . .

(1) The State Park Department should not accept responsibility for transportation. Also, for the first few years at least, park officials will have to do the promotion work but, if the program offered is good and the people in the vicinity are given enough time, they will—in most cases—readily take the responsibility and there will be plenty of children participating.

(2) The state should insist that all buses have complete insurance covering injury to the children enroute, and should recommend liability insurance in all cases. Though only one small accident occurred last summer, we only can consider ourselves lucky because all buses were not properly covered.

(3) Where funds are donated to help defray transportation expenses (with children contributing part), it should be done in this manner: a weekly transportation fee per child, sufficient to defray expenses, should be set, and that fee charged to all children whose families are willing to pay. Transportation, or aid in transportation for deserving children, designated by a welfare agency or similar organization, should be furnished free.

(4) Each child should have an identification card, signed by parent or guardian, giving permission to attend. This card should be collected as the child leaves the bus, and should be returned as he re-enters the bus on leaving the play field.

(5) It is essential to have a well-trained staff in charge of the day camp program which should be kept interesting throughout. Care should be taken to avoid any semblance to "classroom teaching" and to offer activities in addition to sports and swimming. Children should be allowed a reasonable amount of choice of activities in which they wish to participate.

(6) The success or failure of the whole venture rests almost entirely on the program. Trans-

portation will follow without much promotion if there is reasonable proof that the children are being given something that is worthwhile; but if the park program is neglected, all the promotion in the world will be to no avail.

A day camp program can be closely allied with the educational program of the state, and it is not fantastic to visualize more cooperation from the State Department of Education through provision of transportation facilities. The school buses could carry the children to the school for nine months and to the nearest state park for three.

We have only scratched the surface with this program. It has tremendous possibilities. The number of children who could be accommodated could be expanded ten-fold, and over a period of years we could reach every school child in the state. With this program, combined with the adult recreational and educational program which is being carried on simultaneously, we feel that we are approaching our goal of making the state park system an institution rendering valuable service to the people of its state.

The day camp program was suspended after the 1941 season on account of the war. It was revived during the summer of 1947 with some important changes.

A fee of two dollars per week was charged for services rendered at the park. This fee was in addition to expenses incurred for transportation, thus putting the entire cost of the program on a pay as you go basis. As was expected, enrollments were lower, but a total of 2,558 camper days was recorded in twelve different parks. A total of slightly over \$10,000 was expended on the program by the State Park Division and \$5,467.35 was collected in campers' fees.

The program during 1947 was designed to put more and more financial and leadership responsibility back home in the local community. That the

demonstration was successful is indicated by the fact that plans are being made by the local people to conduct day camps, assuming all responsibility for transportation and leadership in at least two of the parks this year.

The local sponsorship develops a healthy trend because it will be a community project designed to meet local needs for which the community will pay the bill. It is a democratic venture because only those communities recognizing the need and showing willingness to cooperate will be involved. There will be less imposed leadership from the state. The Division of State Parks will reduce its

contribution to furnishing, free of charge, the use of the area and facilities.

Because it has been demonstrated to be a feasible project from an economic and recreation standpoint, more local communities should organize and sponsor day camp programs. Life in the out-of-doors has a dramatic appeal to all of our children. They learn to swim, develop simple skills with their hands and think in terms of cooperation and democracy; and while becoming stronger in mind, body and spirit, they become members of a great army of youth who are resourceful, alert and ready to serve their fellow men in the cause of promoting a better world.

Letter from Palestine

TO THE NATIONAL RECREATION ASSOCIATION:

I am afraid that with this letter I am the bearer of bad news. I regret to inform you that Mr. Baruch Ben-Yishai was killed on January 18th. He was in "Maaleh Hachamishah," a hill settlement about twenty minutes drive from Jerusalem, on the week-end January 16th to 18th in connection with defence duties he had undertaken. On his return to work on Sunday morning he, together with a number of other people who were in the truck in which he travelled, were shot at; two people were killed outright. Mr. Ben-Yishai was operated upon at once but he never regained

consciousness and died the same night. Because of the danger on the roads, it was not possible to bury him within twenty-four hours in accordance with Jewish custom but he was buried on the Mt. of Olives, together with other victims of that week, on the following Thursday at dawn. Because of the conditions, neither his relatives nor his friends were allowed to attend the funeral and pay him their last respects.

His loss was a great shock to us. Baruch was so full of life that it is difficult to think of him as gone.

From (Mrs.) A. Finebloom, HADASSAH YOUTH SERVICES.

The best of what you do is for your children. While you build them into the finest kind of future citizens and help make America into a secure country for them to live in, their generation abroad is hungry, sick and hopeless. Half of the children in Europe and Asia are not growing up—they have not enough food for normal growth. Help relieve their suffering and make them capable of sharing a world in freedom and peace. Contribute to your local Crusade for Children or to American Overseas Aid-United Nations Appeal for Children, 39 Broadway, New York 6, N. Y.

STOP STARVATION



*Hunger
fosters
war . . .*

Leaflet for Local Use

Suggested layout and copy for a leaflet which might well be used by communities in referendums for a special recreation tax.

(Double fold)

Layout for Inside

Vote for Play and Recreation and You Vote for

LIFE—Life for our children now playing dangerously in the streets. Life, healthy life, for all children, youth and adults — through vigorous, health building and health sustaining activities.



LIBERTY—Liberty and freedom from the reform school, the jail, the mental institution, through recreation which helps to prevent juvenile delinquency, the "prep" school of adult crime, and mental illness which is increasing at such an alarming rate.



PURSUIT OF HAPPINESS

—The human experience which makes life worthwhile —through recreation which brings us children's play, physical fitness, creative arts and crafts, hobbies, music, drama and social living.



Layout for Outside

**VOTE for RECREATION
and**

VOTE TO HELP

SAVE money

SAVE human lives

PREVENT misery

*You cannot afford
to vote no*

(LOCAL COPY)

VOTE

for

LIFE

LIBERTY and the

PURSUIT OF HAPPINESS

Recreation

News

Krug Announces New Committee

SECRETARY OF THE Interior J. A. Krug announces that acceptances have been received from the seven members whom he has invited to form a new Advisory Committee on Conservation. Naming of the seven followed a resolution of the Conference of Wildlife, Recreation and Related Resource Problems held early in December.

The Secretary will seek the consensus of the Committee on matters related to the broad phases of conservation as they affect the policy, planning and administration of such programs by the Department of the Interior.

Acceptances have been received from: Mr. Shirley W. Allen, Society of American Foresters, Washington, D. C.; Dr. Ira N. Gabrielson, Wildlife Management Institute, Washington, D. C.; Mr. Kenneth A. Reid, Izaak Walton League of America, Chicago, Illinois; Mr. Fairfield Osborn, New York Zoological Society, New York, New York; Miss Harlean James, American Planning and Civic Association, Washington, D. C.; Mr. Bestor Robinson, Sierra Club, San Francisco, California; Mr. Charles Moore, Dude Ranchers' Association, Dubois, Wyoming.

Present appointments are for one year, the Secretary said, but the organization meeting of the Committee might determine other periods in order

that the membership of the Committee might be resolved, thus bringing in the opinions of all conservation groups and organizations.

S. 1229

WORD HAS JUST been received that the Senate Committee on Labor and Public Welfare on April 15 considered S. 1229—the bill proposing a federal recreation bureau—and voted to postpone action until the committee appointed by Congress to study the reorganization of the executive branch of the government makes its report next year.

Commuting 160 Miles a Day

IN AN ENTHUSIASTIC attempt to qualify for a county playground supervisor's certificate, Ellen Lush—a nineteen-year-old freshman at the University of Kentucky—is taking a 160 mile bus ride every day. This is the only way that she can attend the week-long National Recreation Association Institute which is sponsored by the Jefferson County Playground and Recreation Board in Louisville. Mrs. Ruth Ehlers of the National Recreation Association staff, who is conducting the course, calls it "a fun institute," and that is what Ellen finds it. "It is a little tiring," she confesses, "but very necessary." Director Charlie Vettiner explained that all persons seeking such jobs must have certificates showing that they have passed the training course.

Federal Bulletin

A SECOND BULLETIN issued by the Federal Inter-Agency Committee on Recreation reports latest developments on State Inter-Agency Committees in Arkansas, Florida, Illinois, Mississippi, Missouri, South Carolina and the Territory of Alaska. Copies of the latest bulletin can be obtained from George E. Dickie, Executive Secretary of the Committee, whose office is in the Interior Building, Washington 25, D. C.

State Fishing Program

THE GAME, FISH and Oyster Commission in Texas has organized a "Take your Boy Fishing" program, to encourage more interest in activities for young people. A number of small lakes have been specially stocked for youngsters and a number of sportsmen's clubs are following up with similar projects of their own.

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World at Play



Music Everywhere—May 2-9 marks the twenty-fifth anniversary of Music Week. This year's theme is "Foster American Music"—the same slogan that keynoted Music Week when it was first recognized. The 1948 celebration seeks to widen acquaintance with, and cultivate the love of music among an ever increasing number of people here in the United States and among the other peoples of the world, in the belief that music offers a bond of common interest and a medium of communication which brings them a little closer together; and by its very nature and the response it evokes, generates friendliness. Executive direction and financial responsibility for the observance of Music Week have been carried by the National Recreation Association for the past five years.



Explore the World — At Home — Mathews Lectures on Gothic Architecture, a study of four types of subject matter painted by artists from Renaissance to modern times, a display of ancient jewelry from Greece, Cyprus and Italy are on the May calendar of events at the Metropolitan Museum of Art in New York City. In addition to junior museum talks for children and their parents, tours of the Cloisters and gallery talks by members of the Museum's staff, there are special exhibitions of early engravings of the first excavations at Pompeii, art from Casablanca to Calcutta, northern Gothic prints and other features to thrill those who have wanted to wander through Egypt, Morocco, Algeria — but who have never been further than their dreams.

I Pledge Allegiance . . . The stars and stripes —symbol of America's independence and freedom —will be honored on Flag Day, June 14. But this year, as in the past few years, Old Glory will share her honors with the flags of other nations—those who have helped stand as a bulwark to *all* freedom.

In keeping with this spirit, every community should call on its young and old to join in ceremonies and celebrations to commemorate this day. The story of our country's flag should be a traditional feature, and incidents or histories of the flags of all nations might be told through story, pageant or other dramatic presentations. All programs should include the "Pledge of Allegiance" and the "Salute to the Flag," for Flag Day is a patriotic occasion which should hold great meaning for the community. We are paying tribute to our country as well as to the red, white and blue.



Hats Off!—For distinguished service to his community, Joseph D. Kane, of the Playground and Recreation Association of Wyoming Valley, Pennsylvania, was winner of the January 1948 Red Feather Award. Mr. Kane has been one of the community leaders in a Red Feather Service which brings wholesome recreation—twelve teenage dance centers, thirty-five supervised playgrounds with a registration of over 4,000 different children daily, basketball, a hiking club, football, handcraft, marble tournaments, playground orchestra, bridge, bowling, softball—into the lives of thousands of Wyoming Valley youngsters, oldsters and in-betweens.

A "Dry" Night Club—Rochester, New York, has just opened a new city-sponsored night club for youth—the Stardust Room. Operated by the Youth Bureau, Department of Public Safety, the teen-age center is established in a building in one of the parks. The club seats 500 persons and has 125 tables flanking a small dance space in the manner of a real night club. Decorations are blue and white, and eight different sets of floodlights are used to change color effects. Two huge multi-pointed stars of mirror glass swirl in the ceiling, sending their twinkling light over the floor. Sandwiches and soft drinks are served.

The basement has been outfitted for games and sports, juke box music, and so on, and is open daily from three-thirty to six and from seven to ten p.m. Teen-agers between the ages of fourteen and eighteen, who pay yearly dues of twenty-five cents, are entitled to use the center. On Friday and Saturday nights, when the dance and stage shows are held, admission is eighty cents per couple.



Film Rental Goes Hollywood—The lending library system has been adopted by Hollywood. For the first time in history, the motion picture industry—through the Education Services Divi-

sion of the Motion Picture Association of America, Incorporated—is making available to the nation's public libraries films which may be loaned to adult education groups. A total of 178 films, selected by special groups of leading educators, from more than 400 pictures originally produced for theatrical showing, are on the library list.



Is This the Solution?—It is interesting to note that during the years 1943-1947, the period which saw the development of more playgrounds for Akron, Ohio, citizens, also marked a decrease in the number of juvenile delinquency cases in that city. In those four years, twenty-five playgrounds grew to fifty-one; winter indoor recreation centers from ten to twenty; summer playground attendance increased from 300,474 to 400,836; total yearly attendance from 570,000 to 1,398,781; and the Juvenile Division of Summit County Common Pleas Court, of which Akron is the county seat, reported a reduction of more than 600 cases in juvenile delinquency. In this same time, 114 people enrolled for the recreation course at Akron University and 208 leaders enrolled in four one-week recreation leadership training courses taught by National Recreation Association specialists.

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Teen Center Trouble?

Symptoms (as observed in an actual case):

Too much was given free at the beginning without making the members earn, contribute or do some work toward the equipment of the club.

Committees were changed every month, and only one or two members on the committee would work, with the result that no one would serve on committees toward the end.

Cliques developed, and when one clique was elected to office or committee, the other clique members would not work with them.

Jealousy developed, and some criticism was expressed by other agencies in the community who wanted to do something for the youth.

Parents complained that attendance at the center interfered with home chores and school work.

The main reason was "the center developed into a monotony. Any activity which attempts to pour through the same funnel the same members night after night, meeting the same people, eating the same sandwiches, drinking the same soft drinks, playing the same games on the pool tables or other table games, dancing with the same group, is bound to become a monotony and prove a failure."

Diagnosis—Anemia of program

Vitamin deficiency of youth responsibility, characterized by a rash of petty jealousy.

Fluctuating temperatures of parents, caused by poor scheduling of activities.

General debility on the part of the homes, schools, social agencies and youth groups.

Prognosis—Poor, unless drastic remedies are taken.

Prescription—Complete physical examination of program, schedule, facilities and leadership. On basis of findings, apply following remedies as needed:

1. Employ a leader for the teen center, either on a full or part-time basis.
2. Set definite hours and notify parents so that they will know when to expect youngsters home.
3. Failure in a school grade—no teen center for that teen-ager on school day nights.

4. Bring all the criticisms and problems out into the open. Hold a general meeting of the teen-agers, representatives from the various agencies and parents. Let the fur fly!
5. Appoint a committee at that meeting—of teen-agers and townspeople—to analyze the situation and propose a plan for remedying it. That plan might mean a complete reorganization. In any case, it should be definite and drastic.
6. Don't expect busy teen-agers to go very far alone. They need enthusiastic guidance—but it should be *guidance*. The real responsibility should be theirs.
7. Cut down hours of teen center if youngsters have too many extra-curricular activities.
8. Conduct an interest survey to find out what the teen-agers would like in the way of program. Organize smaller interest groups on the basis of such findings.
9. Get volunteers to lead special activities such as painting, drawing, jewelry-making, archery, dancing, radio club, and so forth.
10. Plan special outdoor activities—bicycle hikes, sunrise breakfasts, wiener roasts, beach parties, hayrides, moonlight picnics, box suppers.
11. Use all facilities available—parks, playgrounds, church recreation rooms, social agencies, as well as teen center.
12. Start a little theater group, with the teen-agers in charge of costuming, sets, make-up and directing, as well as acting. Use stunts and skits first, then simple one-act plays. Produce them finally for something—veterans' hospital, church, PTA group, Red Cross.
13. Start a barbershop quartette among the boys; a teen chorus; a teen band or orchestra. Use them on community programs, picnics, dances.
14. Start a junior garden club, classes in flower-arrangement, a contest or flower show.
15. Plan a city-wide art exhibit—on the sidewalk of Main Street.
16. Don't expect miracles. Self-government is not easy to learn, nor to practice. Civic responsibility is slow to germinate. Look at us adults!

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At Headquarters . . .

George A. Nesbitt



SMILING, CURLY-HAIRED George A. Nesbitt, of the National Recreation Association, has had a varied career. For instance, few people who know of his long and enthusiastic service in the Association are aware of the fact that his college degree from Ohio State University in 1912 was a Bachelor of Science in chemical engineering. Although no one would exactly refer to recreation as a siren, George certainly listened to the siren's song when he was lured from his chosen path and into recreation work these many years ago!

It might be said that it all started back in 1911 during his undergraduate days, when he wrote a paper for a bible class banquet upon "The Value of Church Playgrounds." Just why he chose that subject at that particular time he will never know; but one thing led to another, as it always does. . . .

After leaving college he worked in the field of chemistry for a time, but found, to his surprise, that it was not the type of thing that he really wanted as a life career. He tried other ventures, such as advertising and selling; and meanwhile, interesting letters began to come to him from Howard Braucher of the Playground and Recreation Association of America. Such correspondence, over a period of several years, eventually led George Nesbitt to the doors of the National Recreation Association where he signed a four-year contract. In taking this drastic step he felt that he was signing his life away, and perhaps he was—for he has been

with the Association ever since.

When war started, April 6, 1917, the Playground and Recreation Association mushroomed almost immediately to take over the responsibilities of War Camp Community Service, and George was thrown headlong into its activities as it expanded. His big job during the War Camp period was as manager of the Assignment Bureau.

The bureau was promptly created to deal with emergency problems and needs; and so urgent was this work that only a few weeks after Uncle Sam claimed him for service to his country, he found himself assigned back to his old job, but in Army uniform.

At the end of the war, and following the merging of Community Service with the regular field service department of the Association, Mr. Braucher wrote him: "During the last twelve years there have been few tasks for the Association which have been carried through with more nearly one hundred percent efficiency than your work in the Assignment Bureau." A valuable service had been performed; George Nesbitt had found his niche. He was content.

He next joined the finance department, managing finance appeals from Association headquarters. Here he found satisfaction in doing a real promotion job, keeping the Association's relationship with sponsors a happy one, keeping the finance machinery running smoothly. This continued until 1933 when he began to receive field assignments of a promotional nature. He spent about seven months in the Southwest stimulating interest in and support of the Association's work. In the East, various of his projects included that of checking upon communities where Emergency Relief Administration workers might be needed, and bringing Association service to communities that had tried, without success, to have year-round recreation programs.

During the second World War and resultant shifting of professional personnel, the Association called upon him to serve as district representative in Michigan and Ohio. This assignment, though temporary, turned out to be of nearly five years duration; and not until late 1946 could he break in another man and return to other duties requiring someone with his special skills.

George Nesbitt's service with the Association also has included responsibility for a number of studies, some of which were made primarily as work tools for staff members. Among these were a general study of county recreation and its possibilities, a specific county recreation study in Anne Arundel County, Maryland, a supplemental study



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on charges and fees in public recreation, and various community recreation studies.

At headquarters, Mr. Nesbitt's background of varied experience frequently causes him to be called upon to pinch-hit for other staff members when they are away for an extended period. He also represents the Association at important conferences. Many recreation people have come to know him through his registration activities at the Congresses, as well as through his work in twenty-eight states and in Canada.

It pleases him greatly to be stationed at Association headquarters. Thus he is able to live at home, in upper Montclair, New Jersey, and to share simple pleasures with his small, closely knit family. He loves to putter around the house repairing furniture and household equipment, working in the garden, and improving things in general. Mrs. Nesbitt joins him in these projects. She, by

the way, is an accomplished musician, a graduate of Oberlin Conservatory, and has taught piano for many years. Son Bill and daughter Nancy are gifted children. Bill, now a junior at Yale—who was with the army on Okinawa—came forth with an inspired bit of poetry during the early days of the war. The poem, which was adapted for use in Memorial Day exercises at the local high school, appeared in the August 1942 issue of RECREATION. Nancy, on the other hand, is now a senior in high school, and has played the flute and piano in different orchestras at school affairs. She has spent three summers as an assistant on the local playgrounds, will be a playground director this summer, and will go on to Wellesley in the fall. Last year she was girl tennis champion of the town.

One suspects that with this busy, satisfying life, George Nesbitt has little call to turn his thoughts back yearningly to chemistry.

Neighborhood Play Centers

A SPONSOR FOR every Neighborhood Play Center is part of the recreation plan in Galveston, Texas, in an endeavor to set up a program whereby every vacant lot in the city can be converted for recreation for each particular area.

Several steps already have been taken towards achieving this goal. A survey of Galveston was made listing the address of vacant lots and, by checking with the proper authorities, the owners of the lots were located. Permission for use of the land was granted by all of the contacted owners, with the understanding that they incur no expenses and that, if the lot is sold, the moving of the playground equipment to a new site will not be charged to the sponsor or property owner. The

next challenge—to have the Park and Esplanade crew clear the ground—also met with victory. So now the main problem is obtaining the sponsors.

Under the "sponsor system," each individual or firm who undertakes a sponsorship will pay \$59.15 for all of the equipment used—including the lumber needed for the building of facilities; one volleyball and net; one basketball and goal; two horseshoe sets; one gallon of green paint and two pounds of nails. A family living nearby will maintain the playground equipment (balls, horseshoes and the like) and will issue it to the children after school hours and on Saturdays and Sundays.

A sign four feet by six feet will be erected at the front of each lot with the following information:

CITY RECREATION DEPARTMENT
"NEIGHBORHOOD CENTER"

Donated by

(Sponsor's name)

Equipment may be secured from

(Maintainer's name)

and each center will be set up in identical fashion so that sponsors will not complain of partiality and children will not have to seek play lots outside of their own neighborhood. Each lot will have a volleyball court, one basketball rack and goal, two horseshoe courts, and a sand box where the younger children can frolic without being endangered by active older boys and girls. A sliding board, see-saw and swings may be added later by the City Recreation Department.

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Questions About—

A "Knot-Hole Gang"

Question—I have been placed as chairman of the committee on boys' and girls' work for the local Kiwanis Club, and our main project for the coming year is the organization and the carrying on of a *Knot-Hole Club*. Last year we tried to carry on this project but did not have much success, and we feel that this was occasioned by the fact that we required regular attendance at Sunday School as passes to attending the ball games in the Knot-Hole Club. We received some criticism and have decided to eliminate this requirement this summer.

May we have the benefit of your experience along this line so that we may be better able to carry on this project more efficiently?

Answer—The term "Knot-Hole Gang" is generally used to indicate a very loose organization of boys under sixteen years of age who, in return for certain promises of behavior, are provided with tickets for baseball and football games or other sports. These tickets are generally made available through the cooperation of public or social agencies such as the public recreation department, the YMCA, the Rotary Club, a local newspaper, local baseball clubs, settlement houses, boys' clubs, and other organizations interested in boys' welfare. Usually the "Knot-Hole Gang" is widely publicized through the newspaper, and membership cards are distributed through such agencies as mentioned above. These membership cards give the name of the boy and the name of the agency from which he received the card. On the back of the membership card are listed agreements which run as follows:

1. I will not at any time skip school to attend a game.
2. I will attend no game against the wishes of my parents, principal or teacher.
3. I will uphold the principles of clean speech, clean sports, and clean habits, and will stand with the rest of the Gang against cigarettes and profane language on the field.
4. I understand that the breaking of this agreement will cost me my membership in the Knot-Hole Gang.

The youngster carries this membership card with a specific ticket to a game with him and when he presents it at the gate he is seated in a special section reserved for the Knot-Hole Gang. This section is usually in charge of some representative from one of the agencies. As a matter of fact, frequently a member of one of the agencies accompanies each group of the boys attending the game. Sometimes membership is limited to boys twelve years of age or under, sometimes to sixteen years and under.

In Newark, New Jersey, this program was sponsored by the Newark International League Baseball Club, the Boys' Work Council, the civic and service clubs, and the Recreation Department of the Board of Education. In Cincinnati, the Knot-Hole Gang is sponsored by the Cincinnati Baseball Club with the cooperation of a great many social public and private agencies interested in boys' welfare. In New Haven, Connecticut, membership is open to boys who are affiliated with member agencies or institutions. When a boy has become a member, he must make an application for membership to the Knot-Hole Club through that agency.

In other words, organization follows a very simple pattern, and attempts to tie the youngster up with some social agency.

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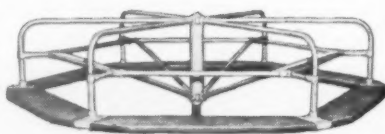
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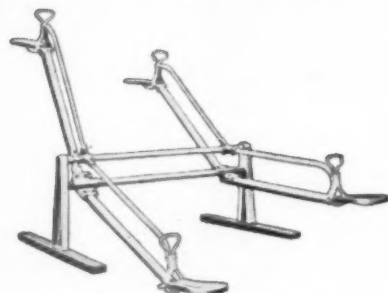
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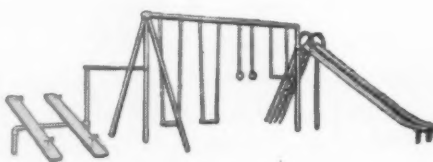
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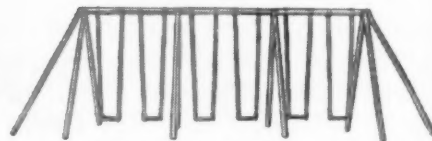
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Robert J. Dunham...

ROBERT J. DUNHAM died in Phoenix, Arizona, on February 2, 1948, at the age of seventy-one. A native of Chicago, where he became nationally known as an eminently successful business executive, he was best known in park and recreation circles through his association with the Chicago Park District.

In 1934, when the people of Chicago voted to consolidate the twenty-two independent park districts of the city into a single park district, Mr. Dunham was appointed president of the newly formed Park Board. He held this post with marked distinction and without remuneration for twelve years. His administration of the Chicago Park District was notably efficient. Most of the separate districts he inherited were greatly in debt and a few were bankrupt. Gradually, under Mr. Dunham's leadership, the entire park system was placed on such a sound business and economic basis that it now serves as a model for other groups in the area.

His contribution to Chicago's park service was more than a contribution of business efficiency. He had a deep sympathetic understanding of the place of organized recreation in park work.

A reporter interviewing Mr. Dunham wanted to give special emphasis to the community value of the park system, bringing out especially the fact that its expenditures help create employment in the city. Mr. Dunham convinced the reporter that such monetary values were far less important than the vital values of park work. He said: "I think making Chicago a safer, healthier and friendlier place to live in is a much more important contribution to Chicago's business world than the money we dispense either in payroll or in purchase of commodities. I think that what we contribute to the morale of the people, to their courage, to their confidence, to their pride in their community or their city, is of much more benefit to trade and manufacture. We are making Chicago a better place in which to live and raise a family. We are making it a pleasanter place to visit, on vacation as well as on business. We are adding to public contentment and neighborliness. We are uniting our people with new cross lines of acquaintance and friendship. We are broadening the general cultural outlook, developing new interests on which people can get together in friendly relationships. We are developing civic pride, and promoting civic unity."

MAY 1948

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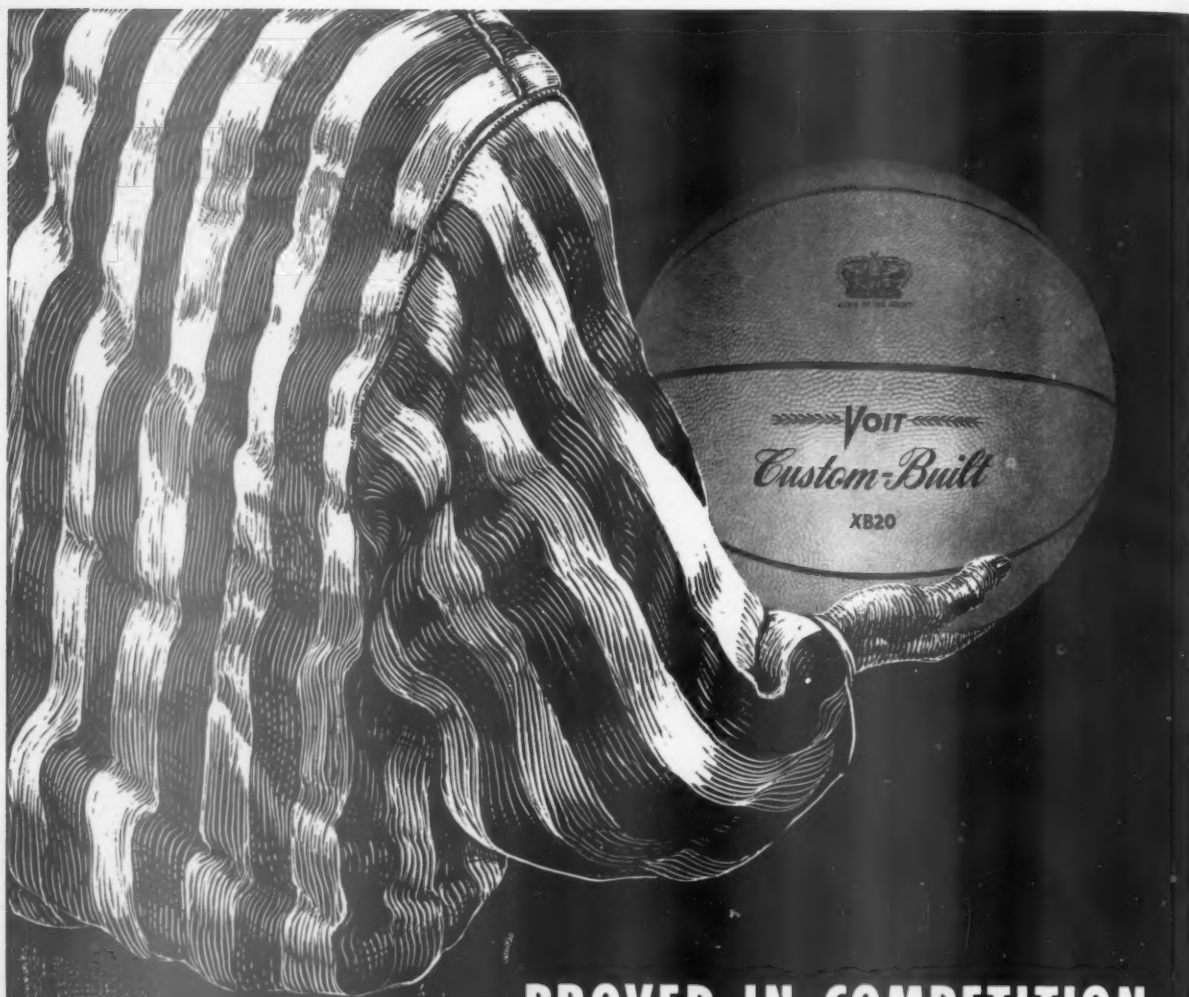
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Magazines and Pamphlets

Recently Received Containing Articles of
Current Interest to the Recreation Worker

Scholastic Coach, December 1947

Noon-Hour Recreation Program, Louis E. Means
Gym Games, Roscoe E. Bessey

Progressive Physical Educator, December 1947

A Gift for Richer Living, George A. Nesbitt
What Can the Physical Educator Do Toward the
Prevention of Juvenile Delinquency, Elta S. Pfister
Our Gains, Colonel Theodore P. Bank
Archery for High School Recreational Programs,
Gladys Van Fossen
Professional Education for Medical Recreation Lead-
ers, Marion A. Maxim

American City, December 1947

Tidal Mud Flat Being Transformed to a Spacious
Recreational Area, Glen A. Rick
"More Than Planting Pansies," Ralph D. Cornell
Everybody Plays in Murfreesboro, Robert E. Berne

*Teacher's Guide in Health Education for Secondary
Schools*. Prepared under the direction of the California
Community Health Education Project, California State
Department of Education, August 1947

*Golf Range Operator's Handbook: Construction, Main-
tenance, Operation*. National Golf Foundation, 407
South Dearborn Street, Chicago 5, Illinois. 1947. Price
\$1.00

Higher Education for American Democracy, Washington,
December 1947

Establishing the Goals, A Report of the President's
Commission on Higher Education, Volume I.
Price \$.40

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Authors in This Issue

BETTY CARLSON—Miss Carlson writes, "It is so easy to overemphasize the importance of specialized sports and to neglect completely so obvious an activity as hiking. How many people have the opportunity to play field hockey once they leave school? Hiking is an activity with real carry-over value." Article on page 53.

RALPH GRIFFIN—Ralph, 11 years old, had his story—A Short Tale of Sprout—published in *The Florida Park Service News*. Reprinted on page 55.

CATHERINE MACKENZIE—Editor "Parent and Child," Sunday Magazine Section, *The New York Times*. Article on page 56.

EVELYN E. KAPLAN—Director, Civic Center, Ketchikan, Alaska. Article on page 58.

RUTH GARBER EHLERS—Recreation Training Institute, National Recreation Association. Article on page 70.

P. R. PLUMER—State Park Director, South Carolina. Article on page 74.

Books Received

Administration of Group Work, by Louis H. Blumenthal. Association Press, New York. \$3.50.

Babe Ruth Story, The, by Babe Ruth. E. P. Dutton and Company, Incorporated, New York. \$3.00.

Daredevil, The, by Leland Silliman. The John C. Winston Company, Philadelphia. \$2.50.

Let's Make a Puppet, by Helen Farnam and Blanche Wheeler. The Webb Publishing Company, Saint Paul, Minnesota.

Modern Dance in Education, by Ruth Whitney Jones and Margaret DeHaan. Bureau of Publications, Teachers College, Columbia University, New York. \$1.35.

Mr. Lincoln's Whiskers, by Adrian Scott. Greenberg: Publisher, New York.

Official Boxing Guide, 1948. A. S. Barnes and Company, New York. \$.50.

Official Ice Hockey Guide, 1948. A. S. Barnes and Company, New York. \$.50.

Official Swimming Guide, 1948. A. S. Barnes and Company, New York. \$.50.

Party Fun, by Sheila John Daly. Dodd, Mead and Company, New York. \$2.00.

Plastics Made Practical, by Chris H. Groneman. The Bruce Publishing Company, Milwaukee, Wisconsin. \$4.50.

Riding Simplified, by Margaret Cabell Self. A. S. Barnes and Company, New York. \$1.50.

To Your Health and Emotions, Lady!, by Margaret W. Metcalf. The Woman's Press, New York. \$.50.

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New Art Series

Crown Publishers, New York. \$.59 each.

THE PUBLISHING OF four small, beautifully produced art books inaugurates a new pocket-size *Masters in Art Series*, issued in association with the Hyperion Press of Paris and New York. Each volume contains eight reproductions in color, and forty black and white reproductions of the paintings of a given artist as well as a short preface about his life and work. Each has been prepared with the same painstaking attention to detail found in the more expensive art books and each is printed on a heavy grade of coated paper thus reproducing true color brilliance and tone. The first four titles are: *Van Gogh*, by Andre Leclerc; *Renoir*, by Andre Leclerc; *Degas*, by Henry Dumont; *El Greco*, by Henry Dumont. Scheduled for fall publication: *Rembrandt*, *Botticelli*, *Goya*, *Cezanne*.

The Book of Nature Hobbies

Ted Pettit. Didier, Publishers, New York. \$3.50.

DO YOU KNOW how to make plaster casts of bird tracks in the snow, make a nesting material rack, how to make an outdoor aquarium for turtles or frogs, build a fern garden, mount a leaf collection? Here are directions for all of these and many other projects pertaining to having fun with, and learning about, nature. This is a detailed guide to the many healthful activities possible in a hobby which involves no expense or equipment and in which the whole family can share. Illustrations are drawings made from life by Don Ross. Recommended by the American Library Association, adopted by both the Girl and Boy Scouts, this book presents excellent material for the leader of nature activities, as well as for the individual.

Folk Dancing

American Squares, William Penn College Press, Oskaloosa, Iowa. Subscription 12 issues per year, \$1.00; single copies \$.10 each.

A MONTHLY PUBLICATION containing square dance information, material for teachers, callers, musicians, square dance news, dances, book reviews, a directory of callers and orchestras. Requests for sample copies welcomed.

English Country Dances, The Country Dance Society of America, New York. \$.25.

THIS BOOKLET WAS prepared by Douglas Kennedy, Director of the English Society, who has gathered together fourteen dances which are very popular with young and older people who enjoy dancing for its fun and sociability. All except three are traditional dances handed down in England from one generation to another. American square dances are rapidly growing in popularity in England. In turn, this little book (with music) will add to the knowledge of English dances in this country.

Music

Singing for Fun, by Ruth Bampton, Mills Music Company, Inc., New York. \$1.00.

THIS IS AN appealing collection of songs for young children, provided with melody, words and easy piano accompaniments. It includes material for the four seasons, songs about nature, animals, games and activities, nursery rhythms, patriotic and sacred songs, and a few songs to be dramatized. All are kept within the range of the small child's voice. A number of the pieces have attractive marginal illustrations in black and white, and pages of the book are hinged so that they open flat. Directions are given for the singing games.

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